

To a question of educational technologies

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Abstract. This paper discusses important aspects of informational support in the society and education in the international community and Kazakhstan. Experience in the development and maintenance of technology and training of students have been analyzed and summarized, the model and the pedagogical system of remote-learning training technology have been proposed.

Keywords: educational technology, teacher, higher education, modernization, educational process, informational support of education.

At present higher education is at the center of scientific-technical and social policy of Kazakhstan. The emphasis in the global competition is moving from the material scope conditioned by amount of natural resources and the methods of their processing, into intelligent scope which determines the level of information resources and the nature of social and technological development of society and the security of the state. A critical condition for successful reform in Kazakhstan society is training of new skilled professionals able to navigate in the innovation marketplace.

The goal the government of Kazakhstan has set is to establish a national model of competitive multi-level education integrated into the world educational space and satisfying the needs of the individual and society. Back in 1997, Kazakhstan was one of the first post-Soviet spaces to sign and ratify the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Currently the Republic of Kazakhstan is aiming at joining the Bologna process.

In his speech to the nation on December 14, 2012 President Nazarbayev substantiated a New Political direction of a successful state and outlined solutions to a wide range of social and economic problems of the country. One of the most important

areas of the strategy of a new stage of development of Kazakhstan is "the approach of the education system, as well as re-training to world standards". "Higher education institutions should not be limited to educational functions. They need to create and develop applied and research units" [1].

The core task of the state educational policy, which was first announced by President Nursultan Nazarbayev in his speech to the people of Kazakhstan "We will build the future Together" is the development of education and science which impact critically on the pace of economic, social and cultural progress, as well as the competitiveness of the nation in the coming years [2].

The message clearly stated that the availability and quality of educational services is a strategic task, because the essence of it is to provide high quality education based on the preservation of its fundamental nature and meeting the current and future needs of the individual, society and state. An important thesis of this message to the people is to "encourage innovations in education".

It should be noted that higher education in Kazakhstan during the period of approval of a market economy is in a state of continuous improvement and modernization. This is reflected in the changes made in the used and tested system of accreditation and certification of a university, on the basis of which they are given the right to engage in the training of specialists with higher education, and this applies not only to public educational institutions, but also to private ones.

Also in Kazakhstan recently there have appeared a tendency towards convergence of national education with the models of its organization, which exist primarily in Europe and the U.S. One of the essential contradictions of this period was a constant increase in the number of students in higher education.

Higher education is so prestigious that its absence has been considered a major personal disadvantage which can be overcome by the possibility to obtain a high school diploma on a commercial basis. People with extremely poor results at school study at higher education institutions. A selective competitive system ceased to function and higher education became available, which has a negative impact, primarily on its quality. Teachers are forced to involuntarily reduce its demands to the students, as the level of their salaries to a certain extent depends on the number of students enrolled on a commercial basis. Adjusting to the level of their general knowledge, teachers simplify the exposition of the theory of matter and impose less demand to practical skills.

Problems caused by internal factors in improving the quality of education get exacerbated by the fact that the Republic of Kazakhstan joined the Bologna process.

This greatly intensified activities aimed at finding ways to improve the quality of higher education. There are adopted decisions aimed at introduction at domestic universities of educational programs from the organization system with a two-stage higher education which is used in most European countries and the United States.

Thus, improving the quality of higher education is directly related to increased training of school graduates to study at universities. There must be a movement of high-quality general education required for the modern market and global trends in higher education level of training, given its complicated further research and creative work with the achievements of modern science and technology. This requirement is currently not clearly defined either by standards of any school or primary / higher vocational education.

In this regard, in the system of quality assurance there is the following contradiction: there are no clearly set out requirements for knowledge and skills of school graduates that provide an opportunity to master professional knowledge and skills in high school on the basis of self-development, self-organization and self-education and self-education. Special education institutions require only knowledge of those subjects which are needed to pass the entrance exams. Quality culture necessary for further education, training activities in not checked. This causes problems with further increase in the level of general culture of students during education.

The need to resolve this contradiction causes attempts to introduce indicators to a new standard of higher education that characterize level of organization of educational work with students and those personal qualities that they have to form before they graduate high school.

Available research show that the quality of education cannot be achieved only by improving technical equipment of the educational process, through the training of teachers, through changes in the educational process. The main condition for the organization of this process is raising students' interest in the independent acquisition of professional knowledge and skills, mastering the skills of self-education, self-development, in the study of theoretical issues and develop practical skills.

In order to achieve that it is necessary to solve the problem, which is significantly complicated by the fact that:

1. Majority of students come to the university, focusing only on the value of having a university degree, therefore, they cannot be ensured high quality of higher education, as they originally did not want it.

2. A certain percentage of students are not focused on jobs in their field, as

appropriate labor is extremely low priced by an employer, which is mostly a non-profit organization. The market economy has created the demand by graduates of high salaries, while the domestic economy, in particular, the public sector cannot provide the required level of wages. Hence, the contradiction in the level of this development is that the state becomes a hindrance in providing quality education to graduates.

3. The higher education institution is not based on a study of the needs of the labor market for specialists in a particular profile. There is still a traditional reproduction of specialists, characteristic of other economic situation or new professions arise due to fashion, which is not supported by the study of the real needs of employers in specialists of particular profile. This leads to the overproduction of certain categories of professionals.

References:

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