

и взаимообусловленность элементов информационного контента; *интегрирующую*, реализуемую в интеграции формируемых знаний, умений, навыков, компетенций; координирующую, обеспечивающую согласованность функционального применения традиционных и инновационных средств обучения; *развивающе-воспитательную*, заключающуюся в возможности формирования у студентов мировоззренческого подхода к оценке учебной информации.

Диагностический компонент предусматривает оценку дидактического процесса, определение его результатов в форме: диагностирования обучаемости – определения тенденций и динамики формирования знаний, практических умений, навыков у студентов; диагностики обученности – своевременного выявления, оценки и анализа продуктивности деятельности студентов.

Результативный компонент характеризует прогнозируемый результат, которого необходимо достичь в процессе применения разработанной модели информационно-обучающей среды, соотнесение его с поставленной целью.

Формирование социокультурной компетенции студентов специальности «Культурно-досуговая работа» в соответствии с разработанной моделью осуществляется в процессе изучения дисциплины «Профессионально-ориентированный иностранный язык», программно-методическое обеспечение которого включает: основной учебный контент – УМК по дисциплине; учебная, справочная литература; авторский разработанный цифровой контент: Русско-казахско-английский словарь-справочник по организации студенческого досуга [5-6]; Интернет-ресурсы.

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ACADEMIC MOBILITY OF FOREIGN STUDENTS IN THE CONDITIONS OF THE NATIONAL POLICY OF THE STATE

Abstract

The question of academic mobility of foreign students in a multicultural and multilingual society in Kazakhstan was studied; the national policy of the state, as well as the main stages of studied phenomenon development was analyzed.

Ключевые слова: академическая мобильность, студенты-иностранцы, национальная политика, евразийство, полиязыковая среда, интернационализация.

Keywords: academic mobility, foreign students, national policy, Eurasianism, multilingual environment, internationalization.

At the beginning of the new century the positive changes for the educational sphere in Kazakhstan society were designated, which are due to the overall growth of the economy and socio-cultural development. Reforms of the middle and especially higher school than ever become the object of public attention. And high school suffered social tensions with smaller losses than other parts of the educational complex. Higher education institutions have shown a high social mobility, contributing to its rapid adaptation to market conditions. As a consequence, a higher school of Kazakhstan managed to keep the potential of self-development. Social activity of the higher education system is based on her academic mobility [1], meaning intensive international educational exchanges, the main participants of which are students at all levels of post-secondary (undergraduate and postgraduate) education, teaching staff, technical staff and others.

This is due, above all, the nature of the transformation of the higher education system: dramatically increased access to higher education; it is transformation from elite to a mass. Consequently, more and more evident that the openness of the system, which in many ways initiating integration processes that result in every possible convergence of national educational systems, their complementarily, the transformation of higher education in the global social system. At the same time, as noted by a number of researchers, the integration it should be understood as "the process of unification, not the association itself." In other words, academic mobility does not imply rejection of the national education traditions, and offers real opportunities for the development of new target orientation, taking into account the nature of the mortgaged human need to expand the scope of its own development. In the context of the above: this need manifests itself in the pursuit of education entities for international solidarity and communion to the values of human ethics.

Thus, integration processes aimed at the internationalization of education, progressively increasing number of students, researchers and teachers who study, work, live and communicate in an international environment.

In this regard, it should be noted that the vector of development of academic mobility is defined geopolitical areas of international cooperation. For example, since 1945 the educational exchange between the United States and Western Europe took place in the development of the Atlantic bloc - European countries still retain the influx of students from the former colonies; students also get the South American Master's degree and doctorate at universities in the US and Canada and the Soviet Union and Eastern European universities until recently accepted students only from the socialist countries. Such geopolitical strategy in Kazakhstan is the concept of Eurasianism, which put forward the N.A. Nazarbayev in 1994. This idea of different political circles is perceived ambiguously: sharp criticism of the West, Russian ambivalence. By virtue of the ideas of classical Eurasianism, which, as suggested by a number of Russian scientists, most naturally falls on the post-Soviet Kazakhstan, as the geographical area of Eurasia defined territory on which "made a meeting and coexistence of Russian and steppe ethnic group with a predominance of the latter" [2], the vector of development international cooperation in the field of education is the most intensively developed in the direction of Kazakhstan - Russia.

Until that time, Kazakhstan in higher education reforms almost completely repeated the Russian. Affects the generality of the situation (though in Russia starting points were the best by virtue of having a much more considerable scientific, methodical, personnel and material-technical base), and Kazakhstan's dependence on Russia in terms of methodical maintenance and rooted in several generations of Kazakhstanis focus on Russian university and research centers, and diverse communication on a personal level, and almost unique performance skills the inhabitants of the Russian language in Kazakhstan, through which the continued and continues to be assimilated by the overwhelming majority of the world's scientific and educational literature. In Kazakhstan the educational reforms had common with Russia's achievements, mistakes and problems. If we talk about the achievements, the Russia and Kazakhstan managed to preserve the role of the basic sciences in the educational process of higher educational institutions, scientific character of higher education in general, and culture formation function of higher education. Moreover, the common history, geographical proximity, common pedagogical traditions can serve as an argument for this assertion. However, this vector will be a long time to develop in the direction of the Russian education system: preference Kazakhs of Russian universities as a reference will

cause the influx of students not in the Kazakh and Russian universities (including foreign students studying in Kazakhstan Russians are practically not represented) [3].

Eurasianism concept leads to catalyze and promote international cooperation in the future with major countries emerging to the borders of Eurasia - with China, Iran and India. Today in Kazakhstan universities mostly representatives of India, China, the countries of the East – Asia are educated. Eurasianism is a kind of political strategy the idea of creating a loop of the Commonwealth of Independent States, which was also initiated by the President of the Republic of Kazakhstan, the Leader of the Nation Nursultan Nazarbayev. It is no coincidence contingent of foreign students in universities of Kazakhstan formed the vast majority of representatives of the CIS countries (Uzbekistan, Kyrgyzstan, and others.). Within the framework of the Eurasian concept was born and implemented the idea of creating an essential element of the political system of Kazakhstan, collaborated the interests of all ethnic groups, to ensure strict observance of the rights and freedoms of all citizens regardless of their ethnicity. We are talking about the Assembly of Kazakhstan Peoples, which was founded in 1995. In 1997, at the third session was established the basic strategy of the organization: the development of the Eurasian integrationist, democratization of society and the formation of a new civilian identity. At the same session, the President of the Republic of Kazakhstan instructed for admission to each specialty public higher education institutions of national minorities on the 10% quota. In 1999, the quota has been canceled due to the introduction of new admission rules to universities, based on testing, but the actions of the country's quota in universities for four years, received about 7.8 thousand young people of different nationalities, which became an important factor in deterring the migration process and the creation in the near future multinational intellectual potential. Seventh session, held on the eve, the decade of independence of the Republic of Kazakhstan, noting the distance traveled statehood, set the task of forming citizens on the basis of the Kazakhstan patriotism. "We created Kazakhstan, now the task is to create Kazakhstan" (From a speech at the seventh session of the N.A. Nazarbayev) [4]. The main results of the inter-ethnic policy in Kazakhstan, has become a country whose experience of civil peace and accord prized in the international community, are, as noted by the head of state, in the following:

Firstly, the country has a legal framework that provides equal rights and freedoms and citizens regardless of their ethnic or religious affiliation. This principle was the basis of ethnic policy.

Secondly, a unique and effective mechanism for the implementation of national policy and inter-ethnic dialogue in the face of the Assembly of Peoples of Kazakhstan, so that everywhere there is a process of cultural revival of ethnic groups, and the Assembly provides them with a comprehensive dialogue. Today, this experience is taken over some of the neighboring countries.

Third, through dialogue of different cultures, and is mainly formed of Kazakhstan as a multicultural society with universal values. The core of the achieved spiritual integration is, of course, many centuries of tolerance and openness to innovation culture of the Kazakh people. Spiritual identity complements the civil and political unity of our compatriots, which becomes another cornerstone of strengthening the independence of the state and the consolidation of society in the XXI century.

Fourth, holding reached a balanced language policy, Kazakhstan and one of the few to solve these problems without violent conflicts and turmoil. There is a natural process of learning the state language of citizens, especially young people. The linguistic wealth enriches all Kazakhstan Kazakh culture and an important factor in strengthening the unity of multinational Kazakhstan.

Fifth, it is provided the spiritual revival of the country and the most important - religious harmony and tolerance.

Historically, Kazakhstan inherited by the current generation of tolerance in the spiritual realm is a good basis for the preservation of civil and inter-religious peace in the future.

The harmonization of interethnic relations, as indicated in the strategy will be achieved through: the strengthening of tolerance and trust between the Kazakh ethnic groups; further development of the cultures and languages of Kazakhstan's ethnic groups, integrating around the state language and culture of the Kazakh people; provide conditions for the formation of spiritual and cultural community of Kazakhstan; the transformation of the state language in an essential element of the internal culture of the Kazakh representative of each ethnic group; multilingualism formation, in which the state and official languages become real prospects for further development as a means of interethnic communication. Expected results of the implementation of the Strategy - is the formation of Kazakhstan identity on the basis of harmonization of interethnic relations, strengthening of Kazakhstan patriotism, spiritual and

cultural community of Kazakhstan, the creation of the Kazakhstan patriotism education system in each succeeding generation of youth.

All this together led to the trends that have developed in the field of international educational exchange as a leading factor in the steady increase in the number of foreign students in the country is political and economic stability of Kazakhstan.

Thus, in the short term will be to expand international contacts and built up experience in international educational exchanges with the countries both near and far abroad.

It should be noted that the internationalization of education should be not only "external" (cross-country education, cross-border education - the process of cross-border provision of educational products and services to foreign countries through a variety of educational technologies and through different administrative arrangements [5]), but also "internal" character that is, to create an environment within the institution that promotes and supports international communication, cooperation and intercultural understanding. Most inter high projects and programs get an international dimension.

It will therefore be all the more actualized the problem ethnopedagogical component of training of foreign students. Its yield, this problem will, in our view, in two ways: 1) in actual practice, the development of foreign students cultural environment as to improve the quality of education, all his subjects are bound to address issues of social and cultural adaptation of foreign students, improved methods and educational technologies vocational training, advanced training of university teachers; 2) in teaching science, when the attention of scientists, researchers will focus on the problem ethnopedagogical component of vocational training of foreign students.

The implementation of these issues is important not only from a practical point of view, but also at the level of educational theory and methodology. It is growing importance of philosophical reflection of Education. Ethnopedagogical component of the educational process reveals a wider horizon of ideas about human development, culture and education, where the most important issue is the issue of formation of cultural identity.

In general, the intensity of the above identified the integration process will be conditioned by the nature of the implementation of the concept of Eurasianism and vitality.

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К ВОПРОСУ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ НА ПОСТСОВЕТСКОМ ПРОСТРАНСТВЕ (НА ПРИМЕРЕ КАЗАХСТАНА И РОССИИ)

Аннотация

В данной статье рассматривается проблема обучения русскому языку как иностранному в образовательных учреждениях Казахстана и России. Авторами анализируются предпосылки