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# БИЛІМ БЕРУДЕ ИННОВАЦИЯЛАР МЕН ДӘСТҮРЛЕР ТРАДИЦИИ И ИННОВАЦИИ В ОБРАЗОВАНИИ TRADITIONS AND INNOVATIONS IN EDUCATION

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## Objectives of the educational process in higher education institutions

In the article the basic questions of defining the learning content in higher education. The content of training is determined by educational programs that are developed on the basis of state educational standards are Considered the basic concepts that reveal the structure of the educational process of higher school. Training of future specialists is the result of the interaction of modern science and pedagogical theory. The purposes, the maintenance of formation are defined. The training of future specialists is the result of the interaction of modern science and pedagogical theory. The authors describe the educational process of the higher school, presented in the form of: an educational and educational program; subjects and means of the educational process; educational technologies; ways of management.

*Keywords:* education, higher education, training, pedagogical process, educational process, literate person, education, profession, professional competence, professional activity.

There have been serious changes in the system of education in Kazakhstan recently. In the condition of educational reformation the transformation of study process and review learning content are needed in all educational institutions. In order to determine own points of references in filling the educational content, it is necessary to use experiences of developed countries, and it is important not to compromise the quality.

Educational content is a system of knowledge in each level of education, which is the basis for the forming competency and all-around development of personality. Content of education defines by educational curricula, which are developed on the basis of the state mandatory educational standards [1].

Education curriculum is sub-classified into next programs depending on contents and its directions:

- general education (model, work);
- professional (model, work);
- additional.

We will try to gain an insight into terminology, which is used for denoting this process in pedagogical literature, before speaking about educational process [2-6]. First of all let us turn to such definitions as «pedagogical process», «learning», «education», «educational attainment».

Process is usually called phenomena, occurring in time and space, insight which statuses change. Pedagogical process – is specially organized, targeted teachers interaction and learners, aimed at implementing developmental and educational objectives. Learning – is a main way to get education, process of gaining knowledge, competence and skills under the guidance of teachers, masters, coordinators and so on. As part of the training social experience is assimilated, emotional-value attitude to reality is shaped. Learning involves four components: teaching information, that is educational content; teaching, that is educators activity; learning, that is learners activity; material tools of educational information delivery and monitoring learning outcomes. The first point answers the question «what to teach», further points – «how to teach».

It is more properly be considered as teaching is a targeted pedagogical process of organization and encouraging learners training cognitive activities in gaining scientific knowledge, competence and skills, in

developing creative abilities, worldview, moral and aesthetic beliefs and opinions. Didactics single out such functions of educational process as educative and formative.

Philosophy determines functions as the external manifestation of the qualities of any object in this system. From this point of view, functions of teaching process are their qualities, the knowledge of may enrich our understanding of it and allows to make it more effective. The concept of «function» is close to the concept of «educational objects». Teaching functions characterize the essence, while objectives are one of its components.

Educative function is that the teaching process is aimed at the learning bases of the science by students, gaining certain stock of knowledge, skills and competence, developing own mental, physical and labour abilities, acquiring working and professional skills.

Formative function of teaching is that in the process of learning moral and aesthetic ideas, system of world views, ability to follow social behavioral norms and comply with adopted there rules are being formed. The needs of the individual, social behavioral and activities motives, values value orientation, worldviews are also being formed in the educational process. Formative factor of teaching is primarily content of education.

Thus, along with the concept of «pedagogical process» the concept of «educative process» and «formative process» exist.

In pedagogic these definitions concertize as follows:

– educative process – is a way of teaching organization so as every student can learn the bases of sciences, gain stock of special knowledge and skills in certain sphere of human activity, develop own mental, physical and labour abilities, professional skills or is a preparation for an occupational field;

– formative process – is all kinds of organization of relations among all subjects of study in a way that to develop every learner as a highly moral, harmonically developed, humanistic, creatively oriented and social matured personality.

The outcome is important in any process. Education is a result of learning process. That is a volume of systematized knowledge, skills and competence, ways of thinking, which learner gained. The main objective of education is to cultivate honest, decent person, who can work independently, reach his human potential. In his work Gershunskiy B.S. [6] highlighted certain levels of education results, not distinguishing them. It is literacy, education, professional competence, culture. Literate person – is a person, ready for the further enrichment and development of his own educational potential. Literacy provides any individual with certain starting opportunities in the carrying out social and subject activities. Education – is a literacy, carried to social and personal needed high level and implies availability of wide outlook in any kind of issues of human an society life, i.e. there a literacy at the core of education. The category of professional competence targets specific work activities, profession. Any person faces the challenge of choosing profession. Profession - is a type of constant work activity of person, covering wide verity of applying knowledge, skill and competence in a certain sphere of production and being the main source of livelihoods. Professional competence - is a literacy, which is demanded and relevant in certain work activity or profession. Culture – is the highest expression of human education and professional competence.

Having analyzed the content of series of pedagogical studies and summarizing the above, it is necessary to note, that learning process includes all considered definitions, being an inherently didactic category. Process of education in higher schools is aimed at acquiring by students the special system knowledge, competence and practical skills, i.e. gaining opportunity to perform professional activity.

The question arises – what should be the content of educational process? In the pedagogical literature one can find different interpretations of the concepts «learning content» and «educational content».

A.A. Verbitskiy [7] divides these concepts and gives following definitions in his work: learning content – is a system of educational information, and educational content defines those personal and professional qualities of a person, which should be formed in the result of carrying out interrelated teacher's and learner's activity under the same content of learning. Educational content – is measure of instructing people in the developing culture.

Summarizing positions of a number of authors, we conclude that the educational process – is a unity of purposes and content of education, presented in a form of:

– educational programs;

– educational process subjects: teachers, who organizes this process; and learners, on formation of education, which this process is aimed;

– educational process tools – educational and training infrastructure, laboratory-experimental base, methodological literature, computer information resources, premises, its equipment, office appliances, libraries and other repositories of knowledge of educational and scientific information;

– ways of educational process – educational technologies;

– ways of managing education systems and processes.

Taking into account that through concept of «object» one can approach to the problem of content of education, what allows to distinguish main directions of educational process introduction.

Human activity is aimed at learning from the content of people's historical experiences, which is realized not only by transmission of information to man, but also in a process of his own engagement, directed to the objects and phenomena of the out world.

Process of activity also is process of human abilities and functions formation, unit of activity is performed by object-oriented activity.

In the activity in the practice of people cognitive processes is not only being realized, but also being formed. Knowing of reality is inextricably linked with the lives of people, is included in it, realized in it. The main content of human life – is his activity and, first of all, financial, practical and creative. That's the one, and not passive contemplation, which is the most important source of learning and criterion of man's knowledge veracity. People get to know the world around, impacting on it, changing it. Goals, which are set by a man in his activity, its content. And that is what process of learning, its results and verifying their correctness depends on.

Activity – is a philosophical, sociological and psychological category: interaction of a person or a group, where a person consciously and deliberately changes the world and himself. Activity is composed of a number of actions. A distinction of activity is made between practical and theoretical. Practical activity – is an activity, the purpose of which conscious change of natural and social world, with what acting person or group cooperates. Practical activity is carried out on the connection with the theoretical activity, by the methods learned in educational process before and by the direct experience. Theoretical activity – is an activity of an individual or group, the purpose of which learning and world explanation, presence and argumentation in the process of mental experiment of practical activity methods.

Professional activity – is a kind of individual work, having body of special knowledge, abilities and skills. Human involvement in professional activities depends on the personality of the subject of activity, professional skills, experience and professionally important qualities.

Professionally important qualities – are the properties of individuality, set of which are potential or actual abilities of the activity, but weakening them results in firm erroneous actions during vocational training. And it will lead to the reduction of the certain professional activities efficiency in further. Professionally important qualities of future specialists are based on properties, which are enable them to fulfill work efficiently.

Properties, from which are derived professionally important qualities in result, are formed in the process of vocational training availability in the presence of abilities. Abilities – are individual qualities of a person, which are subjective condition of successful realization of a certain kind of activity. They are not limited to knowledge, skills; are found in the speed, depth and strength of attaining the activities' ways and techniques.

Abilities can be judged by activities. The most significant thing is that abilities are not only manifested in activity, but also are created. It therefore follows, question of interrelation between inclinations and abilities are decided.

Professional abilities, such as other professionally personal qualities, are developed in the process of attaining special knowledge, skills. Their formation and achieving needed level depends, first of all, on conformance of used learning/teaching materials with professional, psychological and didactic requirements.

Professionally important qualities, as components of its individual potential, are changed under the influence of the activity nature transformation.

The requirements for graduating students are as follows:

– knowledge of the management object and the availability of in-depth managerial training;

– possession of methods of analysis, accounting methods, project management, sociological methods, etc. ;

– ability to communicate effectively with people;

– the ability to put forward and transform the ideas of managerial work;

– the ability to work with information and the ability to identify problems;

– carry out activities to find and transfer information;

- Apply the acquired knowledge in solving professional problems;
- to know and be able to apply the norms of legislation in practice;
- skills to organize their work, to find non-standard solutions to professional problems, etc. [8].

These practical requirements are guidelines for the education system. To be competitive in the labour market, specialist should possess such qualities, as:

- professional mobility – is readiness and ability to rapid change of fulfillment of production assignment, ability to learn a new profession or changes in them, appeared under influence of social or technical transformations;
- communication skills – is an ability to contact people, capability to get with them into humanistic relations, readiness to subordinate own interests to public ones;
- competence – is a level of usage of content and problem solving tools of activities;
- responsibility – is a readiness to answer for own actions, set the highest standards for yourself in the results of work;
- individuality – is an ability to the fullest self-expression and possession of extraordinary features.

Economical, social, technical and technological transformations in society sets out challenges of formation of a full growth personality. That is the purpose, objective of the educational process in higher education institutions.

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## Жоғары оқу орнының білім беру үрдісі

Мақалада жоғары оқу орнында білім мазмұнын анықтаудың негізгі мәселелері қарастырылды. Білім мазмұны мемлекеттік жалпыға міндетті білім беру стандарттарының негізінде әзірленген білім беру бағдарламалары бойынша айқындалды. Жоғары оқу орнының оқу процесінің құрылымын анықтайтын негізгі ұғымдар зерттелді. Болашақ мамандарды даярлау қазіргі заманғы ғылым мен педагогикалық теорияның өзара әрекеттесуінің нәтижесі болып табылады. Авторлар жоғары оқу орнының оқу үрдісін келесідей түрде сипаттайды: білім беру және білім беру бағдарламасы; оқу үрдісінің пәндері мен құралдары; білім беру технологиялары; басқару тәсілдері.

*Кілт сөздер:* жоғарғы оқу, оқыту, педагогикалық процесі, тәрбие процесі, білімді адам, білімділік, мамандық, кәсіптік құзыреттілік, кәсіптік қызмет.

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## Цели образовательного процесса высшей школы

В статье рассмотрены основные вопросы определения содержания обучения в высшем учебном заведении. Содержание обучения определяется образовательными учебными программами, которые разрабатываются на основе государственных общеобязательных стандартов образования. Рассмотрены основные понятия, раскрывающие структуру образовательного процесса высшей школы. Определены цели, содержание образования. Подготовка будущих специалистов является результатом взаимодействия современной науки и педагогической теории. Авторами описан образовательный процесс высшей школы, представленный в форме: учебно-образовательной программы, субъектов и средств образовательного процесса, образовательных технологий, способов управления.

*Ключевые слова:* образование, высшее образование, обучение, педагогический процесс, воспитательный процесс, грамотный человек, образованность, профессия, профессиональная компетентность, профессиональная деятельность.

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