**Content of higher education**

1. Taxonomy of aims of vocational education
The problems of goal-setting in pedagogy are most actual in the modern development of our science. The goal is an anticipated result. What is the purpose of higher education? As a result of the educational process, we need to get a specialist ready for productive work in society.

In the theory of pedagogy, the aim of education is constructed, defined in the form of a model of a competent specialist or in the form of a model of professional culture of a future specialist. Then the global goal is projected onto the levels of the content of education. A hierarchy of goals is obtained. Taxonomy is a hierarchical structure. The goals of higher education can be represented in the form of a hierarchy, i.e. subordination to each other.

**The universal (global) goal-meet with the purpose of education**

**Strategic goal-the main goal of a particular course, discipline**

**Tactical goals are goals of the system of occupations**

Operative (situational) goals are goals, directed to the development of a particular mental operation directly in class

**2. The content of education includes the following components**
1) Knowledge of nature, society, technology, intellection and ways of human activity; knowledge of professional activities, goals, process, ways, means, conditions of professional activity. This knowledge should be presented in the system, the assimilation of which can ensure the formation of a scientific picture of the world. These include:
• Facts, phenomena, concepts, terms from the phenomena of everyday reality;
• Basic laws of science;
• Basic scientific theories;
• Knowledge of the methods of scientific knowledge;
• The laws of the existence of human society;
• Knowledge of professional activities, knowledge of technologies of professional activity.

2) Experience in implementing known methods of social and professional activity (practical social and professional experience), which is embodied in the knowledge, skills and habits of the individual who have learned this experience. Practical experience should be learned at the level of skills. For students, these skills are divided into general intellectual, general professional, special.
3) Experience in creative, exploratory activities to solve new problems that arise before society and in the process of professional activity. It is necessary to assimilate it to ensure the readiness of the individual to solve new emerging problems, to transform the surrounding reality. This experience is designed to ensure the readiness of the individual:

• Transfer existing knowledge and skills to a new situation;
• Form new ways of activity in new situations based on already known methods;
• Combine known methods of activity and new ways;
• Be able to see possible solutions to emerging problems.
4) *The experience of the value system,* to the objects and means of a person's professional activity, in relation to the surrounding world, to other people. This component of the content of education allows the student to form a system of values, beliefs and ideals, his worldview, the spiritual sphere of the individual.

3. *State standard of education.*
Educational program-program of training in the specialty, which determines the requirements for a specialist and a list of the disciplines of education. In Kazakhstan, higher professional education is carried out in accordance with the State General Education Standards of the State Educational Establishment. The standard of education is a system of basic parameters adopted as a state standard of education reflecting the social ideal. The standard unifies the requirements to the minimum of the quality of education.