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СОЗНАНИЯ: ПЕРЕХОД К МОДЕЛИ «УНИВЕРСИТЕТ 4.0»

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	поиск нужной информации, вычленение и усвоение необходимого знания из информационного поля с целью более эффективного их использования на предметных занятиях; практическое применение знаний, умений и навыков в различных, в том числе и нетиповых, ситуациях.	формального их запоминания учащимися; создание условий, обеспечивающих возможность доступа учащихся к различным средствам и источникам информации; поиск новых форм и методов обучения; потенциал для повышения профессионального мастерства.
Компьютерные технологии	возможность обучаться по индивидуальной программе, учитывающей познавательные способности, мотивы, склонности и др. качества; оптимизация соотношения теоретической и практической подготовки; сокращение психической и физиологической нагрузки; эффективное усвоение знаний за счет повышения уровня наглядности.	расширение возможностей для выбора более эффективных способов решения образовательных задач и экономного использования ресурсов; повышение качества обучения; возможность облегчить труд педагога (за счет того, что материалы заранее заготовлены в электронном виде).

Итак, использование в педагогической практике высшей школы инновационных образовательных технологий выступает неотъемлемой частью образовательного процесса. Инновационные образовательные технологии по-новому реализуют современное содержание обучения, обеспечивают достижение педагогических целей, подразумевая научные подходы к организации учебно-воспитательного процесса, изменяют и разрабатывают новые методы и формы обучения.

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E-DUCATION DOES NOT JUST HAPPEN: IT REQUIRES CAREFUL PLANNING AND IMPLEMENTATION

Annotation. Paper focuses on the basic insights on electronic tools implementation on the way to University 4.0 in order to meet the demands of the modern society.

Keywords: electronic education, new strategies, distance learning, technologies.

Education is currently viewed as a way to secure an adequate income while contributing to society's needs. The number of young adults wishing to obtain a degree is therefore constantly increasing. Estimates show that the demand for higher education worldwide will have expanded from 97 million students in 2000 to over 262 million by 2025 [1].

In discussions of higher education, academics are typically at the forefront of conversation, and career and technical education, i.e. specialized education programs in the skilled trades, health sciences, applied sciences, modern technologies and other types of career preparation, such as dental assistant, emergency medical technician, computer networking, digital media, programming, carpentry and even agricultural sciences, which might help alumni to have an easier time finding jobs in today's difficult labour market, is often overlooked. It also might be a more cost-effective way for students to earn their degree, as it usually does not take as long as completing a college degree. Another possibility to reduce the amount of money students must borrow to complete their degrees, question especially sharp for some of the western countries, for instance in USA, is a competency-based learning, implied by Re-Inventing schools coalition, Young Women's Leadership Charter School and Western Governors University, which allows students to move through course material at their own pace through self-assessment and multisource or 360 feedback. Their exam scores rather than the number of hours spent in a classroom dictate how quickly students move through course material. Some institutions that are utilizing competency-based learning are advertising that students can cut the time it takes to complete a degree in half, and has appeared to be a successful model for many residency programs across Canada [2; 3].

The ability to measure innovation is essential to an improvement strategy in education. Knowing whether, and how much, practices are changing within classrooms and educational organizations, how teachers develop and use their pedagogical resources, and to what extent change can be linked to improvements would provide a substantial increase in the international education knowledge base. As among the most important questions in nowadays education remain globalization in education and education reforms and emerging technologies in learning as well as learning for employment, emphasizing an inevitable grand role of virtual labs and e-learning, along with education economics, accreditation, quality and assessment, as could be noticed by looking at the list of leading world educational conferences like INTED topics.

Students learn well when they take responsibility for their learning. Learning increasingly takes place in an environment, which is constantly evolving to respond to the personal needs of each learner. The emergence of Open Educational Resources and Massive Open Online Courses (MOOC; now being effectively developed in KazNU) is expected to offer multiple advantages in terms of increased access to higher education, reduced costs and flexible timetables, to name just a few. However, there is little scientific evidence to prove the efficiency of these new models. Some critics even argue that they may well be just another attempt to further commercialise higher education. Meanwhile, blended learning – a combination of traditional training with digital online content – is seen by many as the best alternative. Gibbs G. 1981's notice is still correct. Awareness and reflection are not merely symptoms of developments in learners, they bring about the developments. It is through engaging students in reflecting upon the process and outcomes of their studying that progress is made [4].

According to Wikipedia's definition distance education or distance learning is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides «access to learning when the source of information and the learners are separated by time and distance, or both». Distance education courses that require a physical on-site presence for any reason (excluding taking examinations) have been referred to as hybrid or blended courses of study [5; 6]

Good example of online learning destination and MOOC provider is edX, founded by Harvard University and MIT in 2012, which offers 950+ high-quality courses in subjects such as humanities, math, and computer science from the world's best universities and institutions to learners everywhere with 2,300+ faculty and staff teaching courses and discussing topics online and 840,000+ certificates proudly earned by edX students. It has 90 global partners, including: The Laura and John Arnold Foundation, which supported the development of the edX platform and increase the number of high-quality courses available to learners; The Gates Foundation, which helps edX to develop courses as well as partner with community colleges to experiment with the use of the courses in a «flipped classroom»; Modern States, working with edX to help more students enter or return to the traditional college system and to make quality education more accessible; LaunchCode, which creates pathways to economic opportunity and upward mobility through online learning, apprenticeships and job placement in technology.

One of the bright examples is a set of electronic lectures, including Polymerase Chain Reaction (PCR) developed in correspondence with Center for distance education, KazNU. The PCR course is intended for a full-time study in computer classes and online learning network (as present on introductory and supplementary level to the general training or upon becoming a part of a larger on-line course or electronic manual) and might be useful not only for the students of our own faculty, School of Biology and Biotechnology (as was shown on third year bachelor students specialty «Biotechnology» during the course «Molecular diagnostics»), but also during classes with the students of other specialties (for instance such as law, mathematics and computer modeling).

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