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2 КІТАП

**МАТЕРИАЛЫ
47-ОЙ НАУЧНО-МЕТОДИЧЕСКОЙ КОНФЕРЕНЦИИ
«ПОВЫШЕНИЕ КОНКУРЕНТОСПОСОБНОСТИ
И ЭКСПОРТНОГО ПОТЕНЦИАЛА
ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ УНИВЕРСИТЕТОВ»
в рамках заседания УМО РУМС**

26-27 января 2017 года

КНИГА 2

Алматы
«Қазақ университеті»
2017

ӘЛ-ФАРАБИ атындағы ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ имени аль-ФАРАБИ



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2-кітап

МАТЕРИАЛЫ
47-ой научно-методической конференции
«ПОВЫШЕНИЕ КОНКУРЕНТОСПОСОБНОСТИ
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2017



Through the use of colors, patterns and spatial relationships, any information is perceived, analyzed and memorized much faster and more efficiently in comparison with its normal linear representation in the form of numbers and letters. Thus, students are able to use the most of the huge reserves of the both hemispheres of brain, which clearly shows the effectiveness of this method of learning.

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Niyzgulova A.

THE CURRENT STATE OF MEDIA EDUCATION IN KAZAKHSTAN

In March 2010, Kazakhstan signed the Bologna Declaration, becoming a full member of the Bologna Process. The main purpose of Kazakhstan's participation in the Bologna process – is to achieve competitiveness of its higher education through implementation of the basic principles. Joining the Bologna Process has defined the main directions and priorities for modernizing the higher educational institutions in Kazakhstan. Entry into the world educational space will enhance the growth of the country's intellectual potential and its competitiveness.

Kazakhstan is striving for innovation on the basis of the integration between education and research activities at all levels. To meet the charter commitments, by 2020 Kazakhstan must take measures to provide world-class education, introduce a unified system of credit rating (ECTS), a unified form of recognized qualifications, formation of advanced structures to ensure qualitative training of specialists, etc.

Consistent work is now in progress to align Kazakhstan higher education system with that of the participating countries of the Bologna process. 60 higher educational institutions in Kazakhstan have become signatories to the Great Charter of Universities (Bologna). Journalism Faculties are available in 25 universities. The government allocates study grants for bachelor, master and doctoral studies. There are as well tuition types of study. Estimated cost of undergraduate study is US\$2000 dollars per year and \$2500 for master, PhD is only on the basis of special state order grants.

In the last decade, a lot of inroads have been made in the journalism education. Over the past 15 years, at the request of the Kazakhstan Ministry of Education and Sciences, the author of this article has worked in the working group to establish standards for the journalist education at universities in Kazakhstan. At present universities in the country enjoy the freedom to build their own educational trajectory, develop logical schemes for each specialization, and design various disciplines.

In designing its educational programs the International University of Information Technologies focuses on practical disciplines. Thus, Journalism programmes at IITU encompass the whole spectrum of media products - including technical and creative parts. Most media organizations expect the graduates not only to be able to highlight news events professionally, but also to be proficient at modern information technology - work with mobile applications, use computer editing and photo processing software, info-graphics, media design, etc.

In the light of the current requirements of the industry IITU developed a program for training professional journalists with programming skills, ability to develop websites, take pictures and edit photos, make own layout scenes, audio products, newspapers and magazines. Convergent journalists create products for various media - television, radio, newspapers and magazines, including online publications.

Out of the 129 educational programs designed for students to achieve required number of credits, 76 credits are elective, which allows each university and student to choose their own learning path, specialize in the areas needed for future profession.

Embedded in the new standard are 20 required credits in basic subjects and 5 credits of core courses (129 credits required to graduate) all of which form the basis of developing specialization in different directions.

Profile disciplines are the basic professional journalism programmes that introduce the future profession. They constitute major parts of the discipline-101 credits. (See Table 1)

Table 1. 5B050400 – The model of academic plan From the Faculty of Journalism Duration of education: 4 years
Academic degree: 5B050400 - Bachelor of Social Science of Journalism Faculty

Cycle of Subjects	Course code	The name of the disciplines	Number of Credits	Semester	Type of control
ZHBP	General education subjects		28		
MK	Compulsory component		21		
	KKZT 1102	The history of modern Kazakhstan	3	1	Government examination
	Fil 1102	Philosophy	3	4	Examination
	ShT 1103	Foreign language	6	1,2	Examination
	K(O)T 1104	Kazakhs (Russian) language	6	1,2	Examination
	AKT 1105	Information and communication technologies (English language)	3	2	Examination
TK	ELECTIVE SUBJECTS		6		
NP	The cycle of basic disciplines		69		
MK	Compulsory component		20		
	KK(O)T 2201	Professional Kazakh (Russian) language	2	3	Examination
	KBShT 2202	Professional-oriented language	2	3	Examination
	ZhK 1203	Introduction to journalism	3	1	Examination
	KZhZhTK 1204	Genre of modern journalism and service	3	2	Examination
	KZhT 1205	The history of Kazakh journalism	3	1	Examination
	BKTS 2206	The style and language of mass communication	2	3	Examination
	ShZh 2207	International journalism	2	4	Examination
	ZhKN 3208	The legal basis for journalism	3	6	Examination
TK	The component of choice		49		
PM	The cycle of profile specialties		32		
MK	Compulsory component		5		
	MMZh 3301	Multimedia journalism	2	5	Examination
	TR Zh 1302	TV and Radio	3	1	Examination
TK	The component of choice		27		
	Total:		129		
KBT	Additional types of education				
KT	Professional experience		Not more than 6*		
	Trainings				reporting
	Pre-diploma practice				reporting
DSH	Physical education		8		
KA	Final certification		3		
	Government examination based on profession		1	8	
	Final (diploma) and written format of (Project)		2	8	
	Total:		Not more than 146		
WARNING: During the implementation of the program of the higher education institution shall be entitled to: 1) increase up to 20 credits of professional practice; 2) Without prejudice to the logic of educational program need to replace the other one semester of teaching semester; 3) increase the additional types of training mandatory component disciplines; 4) consider Prerequisites in order to identify the exact time of traineeship					

Learning patterns are designed to achieving competency. Instrumental, interpersonal, systemic competencies allow students to develop capacity for analysis, synthesis, planning, and self-criticism, to acquire basic skills, and many others.

In the ever changing world, knowledge becomes obsolete very quickly. Therefore, it is imperative that graduates receive wide range of training, able to enrich and update their knowledge as required. These are the directions of baccalaureate education.

Master's degree lasting (usually 1 – 2 years) is a narrow and deep specialization which often focuses on research and/or teaching. Whereas, PhD programmes involve deep level of scientific research activities culminating in scientific publications in rated journals such as Thompson Reuters, Skopus.

Graduate students are also obliged to go on internship trainings abroad, participate in international conferences and publish the results of their scientific findings.

It should be stressed that upon completion of undergraduate studies, the bachelor degree holders, are eligible to apply for full-time employment having successfully completed the degree programme regulatory framework.

The design of new educational program takes into account the rapid development of information technology, in modern day multi-media. One of the conditions of training of experts in the conditions of convergence is the availability of video-equipment, audio, photo labs, and sufficient number of computers.

Study programs are designed subject to sequence of the subjects, relevance and continuity. These factors should be at the back of the students' mind while choosing disciplines to study. Special attention is paid to students' practice as they must acquire skills along with the education process.

Practical lessons for students of journalism begin after the first year of study. Every subsequent academic year ends with practical work. Such sequence and frequency of practices allow the students to reinforce the knowledge acquired during lectures and studio classes.

Ultimately, such programmes should enhance training clear thinking and highly skilled professionals.

In developing international standard journalism - the first step was in the direction of rethinking the strategic plans and concepts of journalism faculties.

The second step – was the development of elective subjects, satisfying the students' needs.

Equally important efforts were made towards improving the teaching methods of journalism courses.

The fundamental knowledge, reflected in the cycle of disciplines such as «Foundations of economic theory», «Basics of Law», «Foreign Language», «Philosophy», «Political Science», the basic and specialized disciplines like «the genre of forms and functions of journalism», «Management and marketing in journalism», «Legislation in media and the ethics of journalists», «Language and style of mass communication» are all very relevant.

Wide range of specialization gives the base for elective courses, which also requires through thinking of sequences of disciplines, continuity and relevance to the demands of the profession. Close cooperation with the media is a guarantee of success in all creative areas.

The content of bachelor degree education is based on sound training of specialists, in which journalists obtain fundamental knowledge in key areas. The whole learning process is designed to provide undergraduate students with a generic methodology needed for thinking independently, with the ability to channel their creative activities and engage in self-improvement.

While developing international standard journalism attentions are paid to the recommendations from the media organizations, as well as the model curriculum developed by UNESCO and the international journalistic community.

In the last decade, Kazakhstan scientists are required to publish their work in top rated scientific journals registered with Thomson Reuters and Scopus, participate in international conferences, joint projects with foreign scientists, and undergo internship training in research centers and universities around the world.

The New Kazakhstan educational programmes are developed to match the principles of the Bologna process, which allows developing such competences as learning ability and flexible adaptation to new situations, to be able to develop and manage projects effectively, develop values for quality, acquire research skills, apply all the acquired skills in practice.

In the light of all the above mentioned, Kazakhstan higher education institutions are internationalizing their activities with intentions to integrate into the European and international educational space.

Zhanabekova M., Moldassanova A.A., Seidikenova A. S.
TEACHING A SKILL WITH EDUCARE

In the last few years considerable attention has been paid to the aspects of education. One of them is known as educare. When learning a specific skill or ability, physical or intellectual, the learner has certain learning needs. These needs are called: explanation, «doing-detail», use, check and correct, aide-memoire, review, evaluation and questions (or queries). They can be remembered by the mnemonic educare. These needs or elements are present in the learning of any well-defined skill. Let's look in detail at each of the learner's needs in turn, to see why each of them is so vital to the effective learning of a skill or ability.

Learning without understanding is shallow learning indeed – but it is attempted more often than you might realize. There is, for example, a widespread myth that training does not require understanding. Some teachers leave out the explanation because they think it is «obvious». However, what is obvious to the teacher is rarely obvious to all the students. Let's take one of the examples of explanations represented in computer manual! Does it explain, or does it just tell the student what to do as a sequence of orders? Computer manuals need not to give the learner every detail about the electronics, but they do need to include simple explanations such as: «Now press the return key; this tells the computer that you have finished entering the name». Only students who understand what they are doing, in terms of previous knowledge and experience, will be able to go on learning and developing after your teaching input ends. If some teachers do not remember the explanation, others believe this is all they need provide. A university-style lecture on its own cannot teach a skill or ability; this requires corrected practice, and fulfillment of the other needs represented in the mnemonic educare. Explanations are a

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Ғылыми басылым

**РОӘК ОӘБ отырысы аясындағы
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