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қоланылады. Олай болса, ұлттық психологияның ілкі бастауы мен түп-төркінін іздестіргенде осы жағдай есте болғаны абзал.

Қорыта айтқанда, ғұлама бабамыздың осыдан он ғасыр бұрын айтқан кейбір психологиялық ой-толғамдары өзінің өміршеңдігімен айшықталып, бүгінгі күн талабымен үндесіп жатуымен ерекшеленеді.

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4.3. PEDAGOGICAL PROBLEMS OF DESIGNING THE EDUCATIONAL PROGRAMS ON THE BASIS OF LEARNING OUTCOMES

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Quality assurance is not a new term in education all over the world. The actual quality of education has always been important for educational institutions. What is changing now?

Due to the transition to a modular education, most teachers engaged in description of tasks for modules or programs, faced with the problem of describing the learning outcomes. Since one of the main objectives of the Bologna process is the improvement of traditional methods of describing the qualifications and qualification structures, all modules and programs of educational institutions of tertiary level in the whole European Higher Education Area should be written / rewritten in terms of learning outcomes. Learning outcomes allow us to express what should be achieved by students and how they can confirm this achievement [1, p. 60].

Learning outcomes are necessary for the recognition... Therefore now the main question to a student or graduate is no longer "what did you do to get a degree?", but "what can you do now, when you received a degree?" This approach is relevant for the labor market and, of course, is more flexible, if we take into account the learning throughout the life, non-traditional education and other forms of non-formal educational experience [2, p. 26].

It should be noted that the description in terms of learning outcomes is not a unique for Europe. D. Gosling and G. Moon showed that the learning methods based on outcomes are becoming more popular at the

international level. The method, based on outcomes, is increasingly being used in credit systems and accepted by national institutions on quality assurance and qualifications, such as QAA (Quality Assurance Agency for Higher Education), in the UK, Australia, New Zealand and South Africa [3, p. 101].

What are the learning outcomes? Traditionally, the development of educational programs of disciplines begins with the definition of the content and the means for its development, which is necessary to master by learners at the process of studying. In this case a learner is given exclusively performing function of reproductive character. The main criterion of the effectiveness of his training is an unmistakable reproduction of the studied material.

International trends in education show a transition from traditional "Teacher-Centered" approach to "Student-Centered". This alternative model focuses on what is expected to be able to make the students at the end of the module or program. Thus, this approach is usually defined as being based on outcomes. Formulations, called the planned learning outcomes or, briefly, learning outcomes, serve to express what is expected to be able to make the students at the end of the training period. The approach based on the learning outcomes goes up to the work on behavioral objectives, carried out in 1960-1970 in USA. One of the supporters of this type of teaching is Robert Mager, who proposed the idea of writing a special formulation for the observed results. He called these formulations as instructional goals [4, p. 4].

Using these instructional goals and results of practice R. Maher tried to determine the type of education that will take place at the end of study, and how this education should be assessed. These instructional goals later evolved in a more precise sense as defined learning outcomes. A literature review on learning outcomes allows us to select a number of similar definitions of this term [5, p. 4]:

- Learning outcomes is a formulation of what is expected to be able to do a student as a result of learning activities (Jenkins and Unwin, 2001).
- Learning outcomes is a formulation defining what will know or be able to do as a result of learning activities.

Usually the results are expressed in knowledge, skills and attitudes (American Association of Law Libraries).

- Learning outcomes is an accurate and clear description of what needs to know, understand and be able to make a student as a result of study (Bingham, 1999).

- Learning outcomes is a formulation of what is expected to know, understand and / or be able to demonstrate a student after completion of the learning process (ECTS: User's Guide, 2005).

- Learning outcomes is a clear and precise formulations of what we want our students to know, understand and can do as a result of the completion of our courses (University of New South Wales, Australia).

- Learning outcomes is a formulation of what is expected to know, understand and / or be able to demonstrate a student at the end of the training period (Gosling and Moon, 2001).

- Learning outcomes is a formulation of what is expected to know, understand and / or be able to do a student at the end of the training period (Donnelly and Fitzmaurice, 2005).

- Learning outcomes is a formulation of what will need to know, understand and be able to do a student at the end of the training period, as well as the way in which this training should be demonstrated (Moon, 2002).

- Learning outcomes describe what students are able to demonstrate in terms of knowledge, skills and installations after the completion of the program (committee on quality improvement, University of Texas).

- Learning outcomes is a written formulation of what a successful student or learner is expected to be able to do on completion of the module / course unit or qualification (Adam, 2004).

Thus, it is obvious that there is no significant differences in the proposed definitions of learning outcomes. From these definitions, it is clear that:

- learning outcomes focus on the achievements of students, not teacher;

- learning outcomes focus on what a learner can demonstrate at the end of training activities.

Thus, the learning outcomes is a formulation of what is expected to know, understand and / or be able to demonstrate a student at the end of learning process.

One of the biggest advantages of learning outcomes is that they represent clear formulations of what a learner has to achieve, and how he will demonstrate this achievement.

Another set of recommendations for designing goals, objectives and expected results follows from the features of modular construction of educational and professional programs. Such construction necessitates agreement of goals, objectives and expected results:

- educational and professional program as a whole;

- educational modules that make up the educational program;

- educational program of disciplines included in modules. Intuitively, the need for agreement can be illustrated by the following scheme (Figure 1):

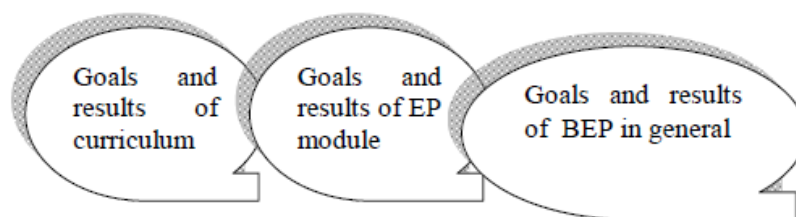


Figure 1 – Structure of educational program
BEP – basic educational program
EP – educational program

Due to the scheme, it is clear that the agreement of goals, objectives and expected results is as follows: goals and results of module educational program are subordinated to the goals and results of the entire module program; goals and results of the module are subordinated to the goals and results of the educational and professional program as a whole. If this agreement will be absent, then the integrity of the educational and professional programs will be violated, and consequently, will be neutralized the idea of modular construction.

As a rule, the learning goals and objectives are prescribed in the curriculum of disciplines. Goals are wide ranging general formulation learning intentions of a teacher.

Goals prescribed with the teacher's point of view in order to show the general content and direction of the program.

Objectives of the educational program of disciplines - this is usually the formulation of educational intentions, i.e., how the goal of study the program are achieved.

One of the problems related to the objectives is that sometimes they are written in terms of teacher's intentions, and sometimes in terms of the expected training.

This causes some confusion in the literature in terms of what are the problem: related to the Teacher-Centered approach, or to an approach based on results.

This situation is described very well by J. Moon: "the term "objective" usually complicates the situation, because the problem can be described in terms of the educational intentions of teacher, or in terms of expected learning... This means that some descriptions are refer to teaching in module, and some to learning... This inconsistency in relation to the tasks format creates complexity and justifies rejection of the use the term "objective" in description of modules or programs".

The task of writing the learning outcomes significantly simplified due to the works of Benjamin Bloom [4]. Bloom investigated the possibility of creating the classification of thinking levels in the learning process. B. Blum believed that training is a process and teachers should develop such lessons and tasks that would contribute to the achievement of goals by

students. An important contribution of B. Blum into the education became the levels of mental behavior – from a simple reproduction of facts on the lowest level to the processes of analysis and assessment at the highest level. Taxonomy provides a structure in which can be developed more complex levels of understanding, based on previous learning. Bloom's Taxonomy is often used for writing learning outcomes as it provides a ready-made structure and list of verbs. It can be argued that the use of regular verbs is the key for successful writing the learning outcomes.

Writing the learning outcomes must meet the following guidelines:

1. To formulate the learning outcomes is used as a rule only one action verb followed by a phrase describing the context of learning outcome (for example: 1. Able to use basic methods of sociological research. It contradicts to their exerted external influence. 2. Combine the basic methods of sociological research. It arranges the mechanisms of self-psychological protection, and others.).

2. It is necessary to avoid complex sentences (they can be replaced with a few simple sentences), and the use of vague and undefined terms ("be familiar, informed, to be aware of" and etc.). The formulation of learning outcomes has to be understood by students [1, p. 489].

3. The formulation of learning outcomes have to be clearly correlated with learning outcomes throughout the program (results of study of the educational program of material). In particular, be in full and strict compliance with the levels of learning the educational materials and the main stages of learning process.

4. Learning outcomes should be described in such a way that they can be really measured and assessed. Each prescribed and indicated learning outcomes in the program have to have the measurement and assessment system developed by teachers. We cannot allow the "general" formulation of learning outcomes, which can cause difficulties in measuring and assessing, as well as too "narrow" formulations that require multiple procedures of measuring and assessing, which is not an indicator of efficiency.

5. The process of achieving the learning outcomes, as well as their formulation must be in strict accordance with the expended on their formation of training time.

Thus, designing the goals, objectives and expected outcomes provides:

- to determine the necessary amount of studied material and assess their efforts to achieve the set learning outcomes;

- methodically competently elect the learning strategy that meets the planned learning outcomes, to define the methods and forms of learning, choose appropriate for the formation of competence – learning technologies (for example, clear directionality of educational activity on formation of each competence component);

- execution of appropriate teaching strategies of studied discipline; the most accurate measurement and assessment of students achievements, preparation of assessing activities.

- create a system of assessment tools for studied discipline, in which each "declared" learning outcomes will be possible to control at the process of its formation, measure and assessment.

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