**Trends in the development of higher education in the modern world**

**Lecture 2**

The education crisis is an integrated sum of many problems: the combination of several mega-tendencies in the development of society and education, the beginning of individual reforms and some inertness of the system to them, and at the same time, the emergence of new mega-trends. These are the trends in the technisation of thinking, which led to global environmental problems; this is scientific and technological progress-sharply increased the volume of scientific knowledge that can not be passed on to a new generation in a limited time period.

* This lag in education in the formation of human adaptive mechanisms to stress, physical and psychological overload, etc. A great contribution to the realization of global problems of mankind was made by the Roman club of scientists and managers. It was created by a group of scientists in 1968. The ideas of the Club of Rome and the history of its formation are consecrated in the book "Human qualities" by Aurelio Peccei, who is called the founder of the club.
* Illiteracy and the outdated system of education, the decline of moral values, the loss of faith, etc., were included in the club's problems on a par with various global problems of the threat of nuclear war, poverty and hunger. The main task of mankind is to improve its quality. The main goal of "meeting human needs" should be the self-realization of a person.
* Only through the development of human qualities and human abilities can change be achieved. Members of the club advocated the need for the all-round development of new education systems on the basis of "humanism" and "humanistic revolution" (Pechchei A., 1968)
* The process of humanization is the strengthening of the measure, the degree of humanity of the education system. The implementation of the new education paradigm and the humanization of upbringing are reflected in the introduction of personality-oriented learning and the transition to a competent approach to the formation of the personality of a professional specialist in a new formation.
* The tendency of humanization of education is manifested at the present stage through the humanitarization of education, i.e. expansion of the block of social and humanitarian disciplines in the content of education; as well as changes in approaches to the organization of training with a primary focus on disclosure of the personality and the upbringing of its qualities.
* Humanity in a few decades has made a turn to a new innovative type of socio-cultural inheritance, in which the main was the preparation for mastering the methods and content of knowledge and practice, which previously did not exist. Thus, education should give the specialist not only fundamental knowledge in the specialty, but also the methodology of cognition, methods of learning throughout life.
* We turn to the paradigm of "Education Throughout Life" -forming throughout life- "lifelong learning" (LLL). Such a paradigm began to take shape in the 60s of the XXth century. It is based on the concept of continuity of education.
* It was first presented at the UNESCO conference in 1965 by P. Lengrand. Since the mid-1970s, the idea of ​​***continuing education*** has found support in almost all countries, becoming the main principle of educational reforms. The increase in the volume of information, knowledge, the emergence of new technical means, PC, communications and telecommunications dictate the requirements of educating a new person:

1. Able to independently acquire knowledge,

2. mobile creative worker;

3. With a high level of responsibility;

1. With a high culture of personality
2. With integrated new scientific knowledge
3. Able to independently adjust, control, and also unload, etc.

The system of higher professional education in Kazakhstan

**Lecture 3**

**The system of education of the Republic of Kazakhstan is a set of interacting**

1) Educational organizations, regardless of the form of ownership, types and types and forms;  
2) Continuing educational programs and state general educational standards;  
3) The bodies governing the education of the organizations subordinate to them, which ensure the implementation of educational programs and the development of the education system (the Law of the Republic of Kazakhstan "On Education").  
4) At the moment the world has the following educational models: American, French, German, English, Russian.

* *Kazakhstani model:* general secondary school, gymnasium, lyceum, vocational school, lyceum, college, college and university, institute, university and academy post-graduate-doctorate.
* The reforms in the education system are being actively implemented in Kazakhstan. Since 2007, the pre-existing system of postgraduate and doctoral studies has been eliminated, PhD doctoral studies are being introduced. Since that year, the master's degree has been taken to the level of post-graduate education.

**Reforms of higher education in the Republic of Kazakhstan**

The reform of the higher education system is carried out in line with the state policy of Kazakhstan. During the independence of the Republic of Kazakhstan, strategic directions for the development of higher education have changed. In the beginning, they centered on improving quality and integration into the global educational space.  
Issayeva Z.A. highlights four stages of the process of reforming the system of higher education in the conditions of independent Kazakhstan

**The first stage (1991-1994) - the establishment of the legislative and regulatory framework of higher education.**

The main tasks of this stage were the creation of a network of higher educational institutions to renew the specialties of higher education in order to ensure the independence of the republic in the training of personnel, meet the needs of the market economy, areas and regions. The measures taken during this period found legislative support in the Law of the Republic of Kazakhstan "On Higher Education" (1993).  
In 1994, the State Standard of Higher Education of the Republic of Kazakhstan (Basic Provisions) was approved, which for the first time determined the introduction of a multi-level structure of higher education in the country, academic degrees of bachelors and masters.

**The second stage (1995-1998). Modernization of the system of higher education, updating its content.**

This stage is characterized by a conceptual definition of the development of the higher education system, which was reflected in the Concept of State Policy in the Field of Education, approved by the National Council on Public Policy under the President of the RK on August 4, 1995, and the adoption of new regulatory legal provisions regulating the activity of higher education institutions. From 1995 to 1997 the first Kazakhstan educational standards for 310 specialties of higher professional education are accepted.

**The third stage (1999-2000). Decentralization of management and financing of education, expansion of academic freedom of educational organizations.**

Cardinal changes in the principles of admission to higher education institutions, carried out the transition to training specialists with higher professional education on the basis of the state educational order.

**The fourth stage (beginning of 2001-present). Strategic development of higher education.**

The main directions of the progressive development of higher professional education in the 21st century have been determined. In 2000, the State Program "Education" was adopted, which determined the development of the education system for 5 years. In February 2004, the Government of Kazakhstan approved the Concept for the Development of the Education System of the Republic of Kazakhstan until 2015 (Akhmetova G.K, Isayeva Z.A, 2005). On the basis of the Concept, the State Program for the Development of Education in the Republic of Kazakhstan until 2010 was developed, aimed at improving the quality and integration in the global educational space.

* The program defines education as a national priority, forms the organizational basis for implementing the educational policy of the Republic of Kazakhstan for a long period.  
  The program provides the following main directions of development:  
  - transition to a 12-year secondary general education. Creation of a system of profile and professionally oriented education of high school students;  
  -creation of a new level-post-secondary vocational education,  
  -provision of a three-level system of professional training: bachelor's, master's, doctoral (PhD), based on the system of academic credits.  
  - Creation of a national system for assessing the quality of education (the state program for the development of education in the Republic of Kazakhstan until 2010. 2005).
* Conditionally, **in 2010, a new strategic stage of the development of the higher education system began, aimed at strengthening Kazakhstan's position in the world educational space.** Kazakhstan joined the Bologna process. A new state program for the development of education until 2020 was adopted. The goal of the program is to increase the competitiveness of education, to develop human capital by ensuring the availability of quality education for sustainable growth of the economy (state program for the development of education in Kazakhstan until 2020). Kazakhstan universities entered the world rankings of universities.

**Lecture 4. Methodology of pedagogical science.**

1. Concept of methodology and levels of methodology of pedagogy.  
**Methodology** is the study of the principles of construction, forms and methods of scientific and cognitive activity. E.G.Yudin singles out 4 levels of methodological knowledge: philosophical, general scientific, concrete-scientific, technological.

2. The general scientific level of methodology of pedagogy reflects systemic and synergistic approaches.

It is known that any object, phenomenon, considered as a system, has several levels of organization: conceptual (the level of system-forming properties); structural (level of system-forming relations), level of system elements.  
The static system is structural, expresses the order and form of the interconnection of components.

*The dynamic system* is functional, has input and output components, respectively input and output material, with a continuous or discrete process flow. The category of the "pedagogical system" can be considered as an illustration of the application of the system approach in pedagogical science. Holistic pedagogical process has its structure: coprocesses-education, upbringing, development, scientific activity. In the structure of each procedural component, it is possible to single out universal elements: goal, tasks, content, methods, means, forms, control, result.

According to Babansky Yu.K. these elements can be called: targeted, meaningful, organizational-activity, analytical-productive.

The synergetic approach as a continuation of the systemic approach in pedagogy is characterized by the following provisions.  
Each structural component of the pedagogical system (student, teacher, student group, etc.) is an open informational system that exchanges energy and information with the environment

It is information that plays a key role in synergetics, unlike other sciences. Unlike natural systems, social systems are purely informational, and without the exchange of information they can not exist. Principles of the synergetic approach: subjectivity of the cognizing consciousness; complementarity (the concept of complementarity: the opposites for development are not withdrawn / dialectic),

but through mutual complementation, a compromise that combines features of opposites, the monologue of the teacher gives way to dialogue, interaction, partnership, focused on the freedom of the developing personality); openness of educational and educational information.

It is known that synergistic education is realized in the planes of humanitarization and ecologization of the content of education, the integration of natural and humanitarian cultures and disciplines of higher education, the education of value relations to the world around them and the formation of a new style of scientific thinking-nonlinear thinking.  
3. *The basis of the methodology of humanistic pedagogy.*  
Personality-oriented, action-oriented and dialogical approaches determine the methodology of humanistic pedagogy.

The theory of personal-oriented learning is a manifestation and implementation of the humanization of education, emerged on the basis of personal-developmental training of pedagogue-innovators, determines the awareness of the goals, the process and the results of development, the learner assumes the activity of the trainee.

The personality-personality of the child, the educatee, the student is in the center of the personal oriented theory.

**Professional and communicative competence of the teacher of higher education**

The domestic experience in the formation of the competences of teachers takes more into account the list of competences that are part of the professional competence-special, subject, personal, social, information, scientific, innovative, etc. This is the correct approach, but it can be supplemented by competencies in the context of the learning strategies that the teacher must possess.  
The analysis of foreign experience in the definition of competencies shows the selection of didactic competencies: competence in planning, competence in methods, competence in counseling, qualification competence, media competence, examination competence, evaluation, contextual competence, etc.  
It is necessary to enrich our experience of the system of professional development of faculty in Europe and the USA and for comparison the experience that has developed in Kazakhstan.  
We can adopt: supervising - compiling an individual trajectory of development of young teachers; the development of centers of professional development for the teaching staff of universities, etc.  
Professional and personal growth and development of the teacher, mainly in modern pedagogical science, is connected with the theories of self-actualization, the "I-concept" of a person's personality. Self-actualization is a person's ability to more fully identify and develop his or her personal abilities. Self-actualization is connected with the search for the meaning of human life. Self-improvement is the desire to change yourself in accordance with some ideal. Thus, the basis of personal growth is the "I-concept" of personality.  
The structure of the I-concept is diverse  
- "the physical self," the emotional self, "the intellectual self";  
- "I'm real", "I'm perfect", "I'm mirror"  
-the actual I, the retro-sapient Self, the ideal, reflexive I, and others.  
Professional growth and development of the person are connected with concepts "professional advancement", "career", "professional self-improvement".

One of the most important components of the communication society is professional communication. The study of various interpretations of the concept of "professional communications" (communication, in the process of which communities are constructed, the process of the emergence of mutual understanding in a certain subject area, the process of information exchange between specialists professionally conditioned process of information exchange between representatives of one profession, information dissemination system, exchange of professional experience of professional activity, transfer of scientific knowledge) allows us to conclude that any professional communication is inherent in generalizing and transferring professional experience and scientific knowledge of certain specialists to a certain subject region or adjacent areas to others.

The effectiveness of any professional communication is manifested when it is analyzed from two sides: as a channel for transmitting information in a professional environment and as a system of social communication between representatives of a specific professional community.

The process of communication in this case can be represented by various forms-scientific conferences, symposia, seminars; trainings, presentations, professional publishing activities, creation and distribution of professional journals and newspapers; personal contacts and meetings of scientists; lecturers, students, etc.

Levels of implementation of professional communications extend from interpersonal communications through group professional contacts to mass media. M.G. Vokhrysheva singles out the publication of the results of bibliographic research and generalization of practical experience as an important means of professional communication.

With the help of professional communications, it becomes possible to discuss joint professional problems, provide methodological assistance and support, prepare and issue joint publications, participate in professional development events, and get acquainted with the experience of other information institutions.

Successful work of a modern specialist is impossible without comprehension of universal mechanisms of communication and interaction of people, social institutions and human communities. Such knowledge is necessary for the performance of professional tasks in the management system, mass communication, in the search and development of a dialogic image that allows achieving meaningful and emotional contact in communication, and in many other professional fields.

In the era of technogenic civilization, the system of professional communications is dynamically expanding due to the wide introduction of electronic technologies. There are new forms of self-organization of specialists. Internet technologies are actively used, such as teleconferences, web forums, chats, Internet conferences, electronic journals, electronic libraries accessible via the Internet.

The introduction of electronic means of communication allows us to achieve the scale, high efficiency in professional communications, whеrein enriching the traditional means of professional communication. Consequently, the most effective is the combination of traditional and electronic means of professional communication.