



«Медиа және PR-коммуникациялар:  
тұрақты даму стратегиясы»  
атты II Халықаралық PR Жазғы мектебінің  
МАТЕРИАЛДАРЫ  
2-4 маусым, 2017 жыл

МАТЕРИАЛЫ  
II Международной Летней школы PR  
«Медиа и PR-коммуникации:  
стратегия устойчивого развития»  
2-4 июня, 2017 года

MATERIALS  
II International PR summer School  
“Media and PR-communications: strategy  
for sustainable development”  
2-4 June 2017

Алматы 2017

**Ғылыми редактор:**  
филол.ғ.д., профессор Н.Т. Шыңғысова

**Жауапты редактор:**  
аға оқытушы Д.Ө. Байгожина

**«Медиа және PR-коммуникациялар: тұрақты даму стратегиясы»**  
атты II Халықаралық PR Жазғы мектебінің материалдары 2-4  
маусым, 2017 жыл. – Алматы: Қазақ университеті, 2017. –  
214 б.

**ISBN 978-601-04-2696-2**

Бұл ғылыми еңбектер жинағына «Медиа және PR-коммуникациялар: тұрақты даму стратегиясы» атты II Халықаралық PR Жазғы мектебінің материалдары жарияланды. Ғылыми жинақта жарық көрген материалдар БАҚ қызметкерлері мен PR-мамандарына, зерттеуші ғалымдарға, оқытушылар мен студенттерге арналған.

© Әл-Фараби атындағы ҚазҰУ, 2017

ISBN 978-601-04-2696-2

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.

**Nurzhanova S.S., Tungatarov N.N., Alim A.A.**

*Senior Lecturer of the UNESCO Chair, International Journalism  
and media in society*

## **MODERN REQUIREMENTS OF EDUCATIONAL PROGRAMS OF GRADUATES OF THE HIGHER EDUCATION**

The three-level system of higher professional education and the modernization of educational programs, taking into account the requirements for graduates, are based on a competence approach.

In Kazakhstani education, the formation of a competence approach takes place within the framework of global trends. This approach as a whole will help transform the existing educational process, directing it to create favorable conditions that contribute to

the development of personal potential, the preparation of a graduate to a full-fledged independent activity in the professional field.

Modernization is a social and cultural process, including work on the creation of a new system of values and new models of education [1]. Under the modernization of educational programs, it is necessary to understand the onset of the moment when it is necessary to make adjustments in the educational process, improve the quality of preparation and refine the learning outcomes in accordance with the requirements of employers and society. Mastering various competences becomes the main goal and result of the learning process and the main indicator determining its effectiveness and quality.

When modernizing educational programs of the new generation, facts should be put that specific types of professional activity are determined not only by the content of the basic educational program being developed by the university, but also by the students and teachers themselves, as well as by direct employers. This will certainly contribute to changing the requirements for the graduate's competency model: the level of training adequate to the demands of the labor market and society; Formation of the results of education as the main signs of readiness to perform the basic types and tasks of professional activity.

Modern requirements used in vocational training of graduates of the university offer the achievement of the cumulative result of training, which considers the acquisition of key competencies from the graduate as a unity of generalized knowledge, skills, abilities and readiness to solve scientific and production problems, readiness for innovation in the professional field.

Currently, the Kazakh National University named after al-Farabi uses model curricula that were developed in 2013 on the basis of experimental educational programs, which in turn rely on state compulsory education standards for the relevant specialties [2, 3]. For three years there have been significant changes in the economic condition of the country, the labor market, the emergence of new types of work and profession, as well as the requirements of employers for graduates of universities. All this should lead to the modernization of existing educational programs in the direction of

improving the quality of vocational training of competitive graduates.

As initial parameters for the modernization of educational programs, it is necessary to consider a set of competencies that take into account the requirements of the individual, society and the state that define the universal and special characteristics of the model of higher professional education. The set of competences of the graduate of the university is characterized by the structure and content of the basic curricula that provide for the list and scope of the study of the state compulsory, socially-communicative, natural-science (STEM), basic professional and disciplines of individual educational trajectories, interdisciplinary disciplines, as well as the terms and types of practices, forms of the final state Attestation. For each discipline, learning outcomes are provided in the form of key competencies, and the total value of all competencies determines the extent to which the graduate is assimilated in the given subject area and is ready to solve problems in science and production.

If we look at the integral set of competences in the state compulsory and socially communicative disciplines, we come to the general conclusion that in all specialties these parameters are the same.

Fundamental competencies should have natural science (STEM) disciplines that determine the bone structure of the graduate model for this specialty. In most cases, they are filled with disciplines of other specialties, and less characterize the initial. Here it is necessary to clearly define the list of disciplines, formulate competencies, taking into account their further suitability.

The most important part of the educational program covers basic professional disciplines, which are more adequately filled, but still required in modernization, because on the basis of these disciplines, students have fundamental knowledge and skills for absorbing professional abilities.

When modernizing educational programs, it is necessary to resort to theory and practice. J. Raven [4] gives a detailed interpretation of competence, which consists of a large number of components, many of which are independent of each other. Some components relate to the cognitive sphere, and others to the emotional one.

In his work J. Raven cites the following 37 types of competencies:

- a tendency towards a clearer understanding of values and attitudes towards a specific goal;
- tendency to control their activities;
- involving emotions in the process of activity;
- readiness and ability to learn independently;
- readiness to solve complex issues;
- willingness to work on anything that is controversial and worrisome;
- study the environment to identify its capabilities and resources (both material and human);
- willingness to rely on subjective assessments and to take moderate risk;
- Absence of fatalism;
- willingness to use new ideas and innovations to achieve the goal;
- knowledge of how to use innovation;
- confidence in the society's benevolent attitude towards innovation;
- the establishment of mutual benefits and the breadth of prospects;
- perseverance;
- resource usage;
- confidence;
- attitude to the rules as indicators of desirable ways of behavior;
- ability to make decisions;
- personal responsibility;

From the above list, you can choose the potential, form a competence for each specialty, determine the list of disciplines along with the subject competencies. As a result of all the work we will get a modernized and adjusted educational program. Content of competence includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral. A different combination of lists of competencies determines the creative direction, which include the following: to be able to benefit from experience, be able to solve problems, disclose

the relationship of past and present events, be able to find new solutions [5].

In conclusion, it should be noted that it is impossible to directly modernize an educational program without using subject competencies and competency requirements of the graduate.

Keywords: modernization of educational programs, competence approach in education, competence.

#### Literature

1. Dolgusheva I. E., Becker IL Competence approach as a theoretical and organizational basis of modern education // Izvestiya PSPU im. VG Belinsky. 2011. № 24. - P. 626-630.

2. Tungatarov N.N. Competent model of the bachelor of engineering and technology in the specialty of mathematical and computer modeling // Competence model of the graduate in the system of modern continuous vocational education: materials of the XLIII Scientific and Methodical Conference: Book 1. - Almaty: Kazakh University, 2013. - P. 330-334.

3. Tungatarov N.N. Prospects for the implementation of the educational program for the preparation of bachelor of technology and technology // 45th Scientific and Methodological Conference "Integration of Education, Science and Business as the Basis of Innovative Economic Development", January 23-24, 2015. - Almaty: Қазақ университеті. - Book 1. - P.157-160.

4. Raven J. Competence in modern society: identification, development and implementation / Trans. With the English. - M., "Kogito-Center", 2002. - 396 p.

5. Khutorskoy A.V. Key Competences as a Component of the Personally Oriented Education Paradigm // Student in the Renovating School: Sat. Sci. Tr. / Ed. Yu.I. Dick, A.V. Khutorsky. - Moscow: IOSO RAO, 2002. - 488 p.

#### **Жұмабаева А.Қ.**

*ЮНЕСКО, халықаралық журналистка және  
қоғамдық медиа кафедрасының аға оқытушысы*

#### **Абдунасыр Ж.**

*Журналистика факультетінің 4 курс студенті*

### **SEO-ӨРКЕНДЕТУ ЖӘНЕ PR**

SEO – өркендету және PR – өркендету өзара тығыз байланысты, оның ерекшелігі қолданылу аясында. Егер интернетте ұйым сайты Matik интернет –маркетинг дамыту агенттігінің директоры және «SEO+ PR = SEO – өркендетуге арналған үздік коктейль» - атты мақала авторы Артем Овечкин

## МАЗМҰНЫ

Кенжалин Ж. Журналист мандатының мәртебесін көтереміз.....	3
Карпов С. Программа коммуникация и информация Кластерного Бюро ЮНЕСКО в Алматы в Республике Казахстан за 2014-2017 г.г.....	7
Шыңғысова Н.Т. PR мамандарын дайында ерекшелігі.....	26
Ахметова Л.С. Медиаобразование и СМИ.....	31
Негизбаева М.О. К вопросу об эффективности и результативности обучения.....	37
Orazbekova Z.S. The history research and Kazakh literature developments.....	44
Gubasheva D.T. Sustainable development and the mass media.....	52
Аргынбаева М.Х., Абдраш А. Отношения Китая со странами африки в рамках Брикс.....	56
Рожков А.В. Журналистиканың тұрақты өзгеріс форматындағы көрінісі.....	63
Tlepbergenova A.A. Experience and intellectual property protection technologies.....	71
Niyzgulova A., Ibragimov N. Media education in Kazakhstan.....	75
Nurzhanova S.S., Tungatarov N.N., Alim A.A. Modern requirements of educational programs of graduates of the higher education.....	81
Жұмабаева А.Қ., Абдунасыр Ж. SEO-өркендету және PR.....	85
Baygozhyna D.O., Kalym Zh., Shaymaran M. Almaty appearance of PR agencies, stages of formation.....	91
Құлбарак С., Қойгелдиева З. «Манас» жырын зерттеудегі академик Ә. Марғұлан зерттеулерінің маңызы.....	102
Исабекова Г.Н. Дене шынықтыру сабағында "Волейбол" ойынның тәрбиелік мәні.....	110
Төленова Е.А. Оқушылардың пәнге қызығушылығын арттыру.....	113
Нармағанбетова Ж.Н. Мектепке дейінгі мекемелерде баланың даму прогресін жетілдіру мүмкіндіктері.....	116
Тулешева Н.Т. Мектепке дейінгі жастағы баланың психикалық дамуы мен мектепке дейінгі жастағы баланың іс-әрекетінің түрлері.....	120