



**ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ФАКУЛЬТЕТІ**



**Әл-Фараби атындағы ҚазҰУ халықаралық қатынастар факультетінің
25-жылдығы және халықаралық құқық кафедрасының 30-жылдығына арналған**

**«ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА БІЛІМ БЕРУ САПАСЫН
ҚАМТАМАСЫЗ ЕТУДІҢ ЗАМАНАУИ ТЕХНОЛОГИЯЛАРЫ»
атты халықаралық ғылыми-әдістемелік конференциясының
МАТЕРИАЛДАРЫ
Алматы, 30 қараша 2020 ж.**

**МАТЕРИАЛЫ
международной научно-методической конференции
«СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ОБЕСПЕЧЕНИЯ КАЧЕСТВА
ОБРАЗОВАНИЯ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ»
посвященной 25-летию факультета международных отношений
и 30-летию кафедры международного права КазНУ им. аль-Фараби
Алматы, 30 ноября 2020 г.**

**MATERIALS
international scientific and methodological conference
«MODERN TECHNOLOGIES FOR ENSURING THE QUALITY
OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS»,**

**dedicated to the 25 th anniversary of the Faculty
of International Relations and 30 th anniversary of the Department
of the International Law of the al-Farabi Kazakh National University
Almaty, November 30, 2020**

ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ФАКУЛЬТЕТІ



Әл-Фараби атындағы ҚазҰУ халықаралық қатынастар факультетінің
25-жылдығы және халықаралық құқық кафедрасының 30-жылдығына арналған

«ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА БІЛІМ БЕРУ САПАСЫН
ҚАМТАМАСЫЗ ЕТУДІҢ ЗАМАНАУИ ТЕХНОЛОГИЯЛАРЫ»
атты халықаралық ғылыми-әдістемелік конференциясының

МАТЕРИАЛДАРЫ

Алматы, 30 қараша 2020 ж.

МАТЕРИАЛЫ

международной научно-методической конференции
«СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ОБЕСПЕЧЕНИЯ КАЧЕСТВА
ОБРАЗОВАНИЯ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ»
посвященной 25-летию факультета международных отношений
и 30-летию кафедры международного права КазНУ им. аль-Фараби

Алматы, 30 ноября 2020 г.

MATERIALS

international scientific and methodological conference
«MODERN TECHNOLOGIES FOR ENSURING THE QUALITY
OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS»,

dedicated to the 25 th anniversary of the Faculty
of International Relations and 30 th anniversary of the Department
of the International Law of the al-Farabi Kazakh National University
Almaty, November 30, 2020

*Рекомендовано к изданию Ученым советом
факультета международных отношений КазНУ им. аль-Фараби
(Протокол № 4 от 25.12.2020 г.)*

*Редакционная коллегия:
кандидат юридических наук, и.о. профессора Сайрамбаева Ж.Т.
кандидат юридических наук, доцент А.Ж. Тусупова*

«Современные технологии обеспечения качества образования в высших учебных заведениях»: материалы Международной научно-методической конференции, посвященной 25-летию факультета международных отношений и 30-летию кафедры международного права КазНУ им. аль-Фараби. 30 ноября 2020 г. / под общ. ред. к.ю.н., и.о. проф. Сайрамбаевой Ж.Т. – Алматы: Казак университеті, 2021. – 272 с.

ISBN 978-601-04-5206-0

В настоящем сборнике представлены материалы Международной научно-методической конференции, в которых дается оценка современного состояния и основных тенденций развития методики преподавания в высших учебных заведениях. В рамках конференции обсуждаются учебно-методические вопросы профессиональной подготовки специалистов на всех уровнях обучения в соответствии с современными требованиями.

Материалы конференции опубликованы в редакции авторов.

Otynshiyeva A.A.
*PhD, senior lecturer of Department of International Law,
Faculty of International Relations, Al-Farabi KazNU*
Balabekova N.E.,
Master of Humanities, history teacher of school №198

DISTANCE LEARNING IN AL-FARABI KAZNU: THEORETICAL AND PRACTICAL ISSUES

Annotation

This paper studies distance learning practice at Al-Farabi Kazakh National University. KazNU is the leading university of the Republic of Kazakhstan. According to international organization “GreatValueColleges” KazNU was among the 50 most technologically advanced universities of the world, ranked 31st in the rating.

This article reveals the experience of implementing e-learning at KazNU. The specifics of the application of the following technologies are disclosed: access to electronic materials, preparation and use of electronic textbooks, distance learning aids, electronic journals, training web resources, web seminars. The article reveals the experience of preparing of mass open online courses. Online communication between participants in the distance learning process in KazNU is carried out through a modern system of online video conferences Adobe Connect. The article emphasizes the availability of distance learning process at any time and regardless of the location of students and teachers.

In the article the following problems are analyzed: the quality problem of electronic courses; legal problems related to the protection of intellectual property; financial problems related to the costs of preparing e-courses and updating them; staffing problems associated with the training of teachers who are **able and willing** to develop and constantly update such courses.

Key words: E-learning, e-courses, mass online courses, international rating, teacher.

ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗҰУ-ІНДЕ ҚАШЫҚТЫҚТАН ОҚИТУ: ТЕОРИЯЛЫҚ ЖӘНЕ ПРАКТИКАЛЫҚ МӘСЕЛЕЛЕРІ

Түйіндеме

Бұл мақала ҚазҰУ-да электрондық оқыту тәжірибесін зерттеуге арналған. Әл-Фараби атындағы ҚазҰУ – Қазақстан Республикасының жетекші университеті, әлемдегі ең озық 50 технологиялық университеттердің қатарына кірді.

Электронды материалдарға қолжетімділік, электронды оқулықтарды, қашықтықтан оқыту құралдарын, электрондық журналдарды, білім беру веб-ресурстарын, вебинарларды дайындау және пайдаланудың келесі ерекшеліктерінің ерекшеліктері анықталды. Мақалада бұқаралық ашық онлайн курстарды дайындау тәжірибесі де көрсетіледі. ҚазҰУ-да қашықтан оқыту процесіне қатысушылар арасында онлайн-коммуникация Adobe Connect-дың заманауи онлайн бейне-конференциялық жүйесін қолдану арқылы жүзеге асырылады. Мақалада қашықтықтан оқытудың қол жетімділігі кез-келген уақытта және студенттер мен оқытушылардың орналасуына қарамастан ерекшеленеді.

Мақалада электронды курстардың сапасы мәселесі; зияткерлік меншікті қорғауға қатысты құқықтық мәселелер; электронды курстарды дайындау және оларды жаңарту шығындарымен байланысты қаржылық мәселелер; Мұндай курстарды үнемі жетілдіріп, үнемі жетілдіре алатын мұғалімдерді оқытуға байланысты кадрлық мәселелер қарастырылады.

Түйінді сөздер: электронды оқыту, онлайн курстар, халықаралық рейтинг, оқытушы.

Аннотация

В статье рассмотрено практика проведения электронного обучения в Казахском национальном университете им. аль-Фараби. Отмечается, что по итогам исследования известной международной организации «GreatValueColleges» КазНУ им. аль-Фараби вошел в число 50-ти самых технологически развитых университетов мира, заняв в рейтинге 31 место.

В данной статье раскрывается опыт внедрения электронного обучения в КазНУ. Раскрывается специфика применения следующих технологий: доступ к электронным материалам, подготовка и использование электронных учебников, дистанционные средства обучения, электронные журналы, учебные веб-ресурсы, веб-семинары. В статье раскрывается опыт подготовки массовых открытых онлайн курсов. Online коммуникации между участниками дистанционного учебного процесса, в КазНУ осуществляется путем применения современной системы онлайн видео конференций Adobe Connect. В статье особо отмечена доступность дистанционного учебного процесса в любое время и вне зависимости от месторасположения студентов и преподавателей.

В статье анализируются следующие проблемы – проблема качества электронных курсов; правовые проблемы, связанные с защитой интеллектуальной собственности; финансовые проблемы, касающиеся затрат на подготовку электронных курсов и их обновление; кадровые проблемы, связанные с подготовкой преподавателей, способных и желающих разрабатывать и постоянно обновлять такие курсы.

Ключевые слова: Электронное обучение, онлайн курсы, массовые онлайн курсы, международный рейтинг, преподаватель.

Introduction. There are over than 122 universities in the Republic of Kazakhstan. The largest number is concentrated in Almaty that is 44 universities, Astana 13 universities and South Kazakhstan region 12 universities. One of the issues is the transparency problem in the management of education. Transparency means lucidity, openness, accessibility, accountability, state authorities' responsibility to civil society. [1]

The principle of transparency in the field of education is exercised in the system of distance learning. As an example, let us refer to the experience of Al-Farabi KazNU. Al-Farabi Kazakh National University is the leading multidisciplinary higher educational institution in Kazakhstan. The multi-level system of education of KazNU includes: higher basic education, HEI, master degree and PhD degree. Admission to KazNU is given on state educational grants and on a contractual basis. Training of specialists is done on more than one hundred and eighty programs.

KazNU has 16 faculties, college, institute of advanced studies, seven research institutes, and eleven based scientific centers. There are more than 20,000 students at KazNU, which comprise undergraduates, masters and PhD students. The teaching staff of KazNU consists of more than 3000 people.

Main part. KazNU was formed on January 15, 1934 as a part of the Faculty of Biology, Physics and Mathematics, where 54 students were studying and 25 lecturers were working. Among them, there were five professors and ten associate professors.

The Universities in Moscow, Leningrad, Kazan, and Ukraine helped in the formation of KazNU. During the Great Patriotic War, 287 students and employees (including 135 volunteers) went to the front. The student Popov A.G. was awarded the title of Hero of the Soviet Union.

After gaining independence of the RoK in 1991, Kazakh State University was given the name of the great scientist, thinker and encyclopedist, “The Second Teacher” of the East – Abu Nasr al-Farabi. The title of al-Farabi has become firmly established in the history of world science and culture. His works had a great influence not only on the development of Turkic and Kazakh philosophy, but also became a bridge for the rapprochement of cultures of the West and East. [2]

Currently, the university is a large smart intellectual corporation. The contemporary scientific and innovation infrastructure is functioning here, consisting of 8 scientific research institutes and a scientific and technological parks, 5 institutes and 30 scientific centers of social and humanitarian profile. There is a deep cooperation with 10 scientific research institutes “Horde of Science”. The university is opening joint international research laboratories with leading foreign universities. The university creates centers of Al-Farabi in foreign organizations of science and education.

The European quality mark has been awarded to a number of our University programs. The complex structural modernization and system transformation were carried out – a result-oriented management system, process management and rating of achievements were introduced, international cooperation and internationalization were actively developed, infrastructure was improved.

Al-Farabi KazNU topped the rating of the best sites of Kazakhstani universities. University position in the ranking of Webometrics is 1st place in Kazakhstan in 2016. KazNU is today the first and only HEI in the educational system of the Republic of Kazakhstan, which is awarded with a special diploma of the authoritative international agency Thomson Reuters “For outstanding achievements in field of science in 2011”.

Based on the notable study results of the famous international organization “GreatValueColleges”, Al-Farabi KazNU became one of the 50 most technologically advanced universities in the world, ranking 31st place in the rating. It should be mentioned that in the rating the Kazakhstani University is not only representative of the CIS countries, but also Eastern and Central Europe, along with Singapore and Japan it represents of the entire Asian continent. [3]

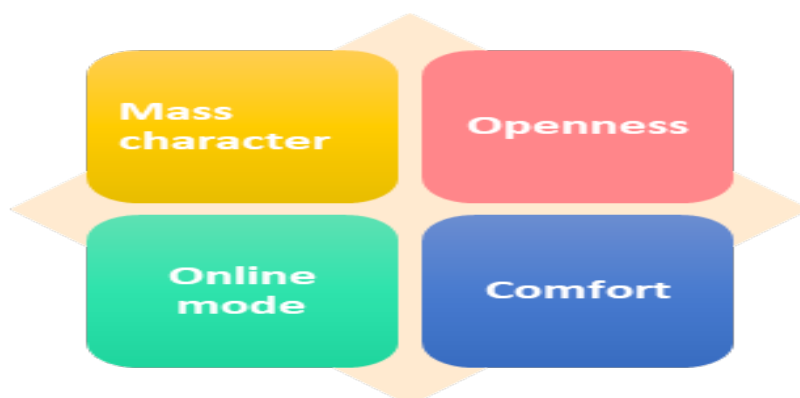
On the basis of Al-Farabi KazNU, in accordance with the UNITWIN program proposed by UNESCO, the UNESCO Central Asian Regional Hub for Sustainable Development was established. The UNESCO Chair on Sustainable Development was opened.

The university is the leader in the Republic of Kazakhstan on participation in the EU programs – TEMPUS, ERASMUS MUNDUS, which allows fully adapt the basic principles of the Bologna process and bring the academic policy of the university closer to European standards. These are 9 projects of TEMPUS, 7 projects of Erasmus Mundus, in 3 projects KazNU acts as a co-coordinator.

Within the framework of the International Consortium UNIFORM Project in conjunction with the University of Tokyo, a unique project is being implemented to create and launch the first national Nanosatellite in the history of Kazakhstan. This development along with other projects was presented at Expo-2017.

Mass open online courses (MOOC) – is a modern trend of distance learning. Al-Farabi Kazakh National University is the instant leader among Kazakhstani universities in the implementation of MOOC on the open platform OpenEdx. It is appropriate to mention the advantages of MOOCs – the mass character – participation of hundreds and thousands of students in one course; openness – all courses are presented in an open mode; online mode – all people can participate, regardless of location; comfort – everyone chooses their own mode and pace of training.

Figure 1 The Benefits of MOOC.



Since 2014-2015 academic year, Center for Distance Education of Al-Farabi KazNU together with the faculty staff members has started the activity on the creation and formation of the MOOC system. Currently, on the Internet address <http://open.kaznu.kz> the University’s own MOOC platform operates based on the Open edX system.

On October 1, 2015, the first open courses were launched from leading lecturers of al-Farabi KazNU on the core subjects “Theory of Probability” and “Physical Tasks with Associate Professor V. Kashkarov”. [4]

KazNU established the Institute of Distance Learning (IDL), which included the creation of a center for mass open online courses. Nowadays, 42 mass open online courses have been developed. 35 MOOC were launched out of them, two courses were launched twice in 2016-2017 academic year, seven courses are being conducted to create a full-fledged MOOC.

Currently, the work is aimed at creating qualitative courses. Today, the lecturers are being trained by familiarizing them with the market of the MOOC and the process of their creation. The most recorded students are noticed in the course “Constitutional Law of the Republic of Kazakhstan”. The issue of creating MOOC is of copious interest to many lecturers of domestic education. The possibility of their use in the educational process, the art of shooting video lectures, the use of modern technologies and many other issues were discussed at the advanced training course on the topic “Development of mass open online courses (MOOC)”.

Massive Open Online Courses (MOOCs) are a relatively new learning phenomenon where learners access freely available online educational multimedia materials, and connect with large numbers of other

learners via social engagement tools such as discussion forums. Online educational materials, such as videos, glossaries, public repositories, images, and timelines serve as pedagogical tools within a structured course platform, and assessment is conducted via formative quizzes, peer review, essays, and responses to open questions. MOOCs have been hosted on a wide variety of different commercial platforms that allow for open resources and course teaching to be structured in one location (e.g., Coursera, edX, and Futurelearn). These platforms facilitate discussion forums used by learners to comment on course content and share knowledge with one another, and by educators to support social learning, foster community, and promote learner retention.

Comparing MOOCs with textbooks makes little sense to me, as textbooks are copyrighted and faculty maintain some semblance of compensation for their intellectual work their academic labor. This is less clear when it comes to the world of the MOOC, but of course for anyone concerned about faculty being adequately rewarded for their intellectual contributions (such as the American Association of University Professors), it supports the position that professors need to maintain high levels of control over MOOCs as intellectual property. In my book, I actually highlight how two democratic ideals sometimes clash within the context of the MOOC movement: the ideals associated with the “knowledge commons” (that knowledge and information should be readily available, including courses and course materials), and the ideal that laborers ought to be justly compensated for their work in this case, academic laborers and their development and delivery of courses. [5]

Education and training provision has expanded dramatically over the past few years. Keegan investigated five main aspects of these definitions and used them to form a comprehensive definition of distance education:

- The separation of teacher and learner throughout the length of the learning process;
- The influence of an educational organization in planning and preparing learning materials;
- The use of technical media – print, audio, video, or computer – to connect teacher and learner and carry the content of the course;
- The provision of two-way communication so that the student may have advantages or even initiate dialogue;
- The absence of the learning groups throughout the learning and studying process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purposes. [6]

For Moore, distance education is composed of two parts, each of which can be measured. First is the provision for two-way communication. Some international systems offer greater two-way communication than others. Second is the extent to which a course is responsive to the needs of the individual student. Some programs are too structured, while others are very responsive to the needs and aims of the individual learner. [7]

It should be expanded the role and importance of distance education from international perspective. For example, The United States Distance Learning Association is a professional organization of those involved in distance education. Turkish Anadolu University reached over 500,000 distance education students, which made it the largest university on Earth, according to the World Bank in 2000. The Open University of Hong Kong opened in 1989 to serve residents of that huge metropolitan area. Recently, the university has begun to market itself to learners in China and Southeast Asia. Open University of the United Kingdom, a degree-giving distance teaching university offering full degree programs, sophisticated courses, and the innovative use of media.

In the educational-scientific process of Al-Farabi KazNU, distance educational technologies (DET) are applied for students of correspondence courses and people with disabilities, as well as for students who have left the country for exchange programs, academic internships and academic mobility [14].

Training takes place remotely in a learning management system <http://dl.kaznu.kz/>. The duration of one semester is 8 weeks. After the end of the academic term during the examination session (10-12 days) the student must appear at Al-Farabi KazNU. All materials (lecture notes, video lectures, presentations), assignments (tests, written assignments, collective discussions) are provided to the student in electronic form and the possibility of online consultation (chat, audio-video conferences) and offline (correspondence, discussion forum) .

During the academic term, the student, by completing assignments in the distance learning system, can score a maximum of 100 points out of 200 possible, for each discipline. At the end of the academic semester, at the set dates, the student must appear at al-Farabi KazNU for passing the examination session, which can score the remaining 100 points for each discipline.

We will point out the advantages of teaching with the use of distance educational technologies. So, the student does not have to pay for the journey, accommodation, and in the case of foreign universities does not need to spend on a visa and passport. That is why distance learning is less expensive. In US, 51% of educational services are carried out via the Internet. And all students of American universities are required to undergo at least one course using Internet technologies. According to Fletcher's research, e-learning saves from 35 to 40% of the time compared to conventional schooling [8].

A student who studies remotely can independently decide when and how much time during the semester he concentrates on studying the material. Students do not need to worry about distance from their classmates remotely. You can always return to the study of more complex issues, watch video lectures several times, read the correspondence with the lecturer, and you can skip already known topics. The main thing is to successfully pass the intermediate and final attestations. With traditional training, it is rather difficult for the lecturer to devote the necessary amount of attention to all the students in the group, to adjust to the pace of each work. The use of remote technologies individualizes the work of the lecturer with each student. [9]

We will point out the advantages of teaching with the use of distance educational technologies. Financial issue – financial costs are less than classroom training. Saving time – the student independently disposes of his time. The ability to learn at your own pace – the main thing is to successfully pass the intermediate and final attestations. Individual approach – the instructor works with each student individually. Please see the Figure 2 below.

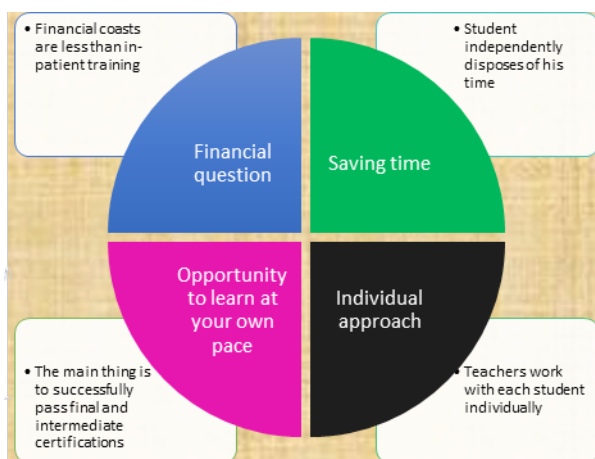


Figure 2. The positive effects of learning with the use of distance learning technologies

International experience in implementing distance learning

Face-to-face contact teaching is one of the student learning support services often provided by distance teaching institutions (DTIs). This involves formal meetings of teachers and learners for the purpose of teaching-learning interactivity which may include formal teaching, tutorials, seminars, and group discussions, usually for remedial purposes, and practical or laboratory work. On some occasions, students may meet to take part in teleconferencing or teletutorials. During these contact sessions, students are also able to enjoy both group and individual social interactions. Thus, face-to-face contact sessions obviate one of the main criticisms that distance learning gives only instruction and not education. The contact sessions also mitigate the isolation syndrome of distance learning. [10]

However, the premium placed on contact sessions varies between institutions. Practices indicate that this depends on three main factors: the size of the institution (student population), the organizational / management structure, and the nature and types of courses being taught by the institution. These factors, to a great extent, determine the role assigned to and the reliance placed on contact sessions. The provision therefore varies from none at all to a strong component.

University distance education exists in two principal forms: either a university offers a distance education program in addition to traditional classroom teaching or it is an institution solely devoted to teaching at a distance. Over the twenty years since the open universities were created, there has been much discussion about the differences and similarities, the strengths and weaknesses of the two types of institutions. We must first, however, understand the foundations of the university in the late twentieth century. Its values and traditions will help us determine if distance education is compatible with the university, for the same values and traditions are claimed to form the foundation for open universities. [11]

In the course of studying the introduction of e-learning at al-Farabi Kazakh National University, the following problems were identified.

First and foremost, the current state of the online education industry is new to the education market in Kazakhstan, and accordingly not all universities keep track of this system of education. In this regard, Kazakhstani universities need to be taught how to plan, develop, start and restart their MOOCs. Al-Farabi KazNU through special training programs can promote the advantages of MOOC and teach universities how to create effective online courses and apply them in various forms and approaches of training. Secondly, the main problem is the problem of quality. The first courses of the MOOC revealed a number of quality problems. It is necessary to use more widely infographic, video games, etc. Thirdly, there are legal problems associated with the protection of intellectual property. In this regard, it is necessary to establish the authorship of the courses on a legal basis. It can be highlighted the personnel problems associated with the training of teachers who are capable and willing to develop and constantly update such courses. Fourthly, there are also financial problems related to the costs of preparing electronic courses for their updating. [12]

Finally, the largest number of issues to persistence associated with the psychological and sociological nature of the student. These problems consist of: (1) uncertainty of an educational or professional aim, (2) stress of multiple roles of learner (school, work, home), (3) time management problems, (4) problems related to learning style differences, (5) technical problems, and (6) overachievement or fear of failure. The statistics pointed to the individualness of learning, whether at a distance or in a traditional setting. [13]

Conclusion. It is necessary to constantly improve the skills of lecturers using e-learning technologies. For the preparation of e-courses, the experience of expert instructors should be used. It is advantageous to develop e-learning, create an inter-university Center for the evaluation of the quality of e-courses in Kazakhstan, the training of lecturers.

It is appropriate to involve companies operating in the information technology market to solve problems of complex informatization of universities. KazNU is the flagship in launching distance learning in Kazakhstan HEI. In this regard, it necessary to disseminate the experience of KazNU for all universities in Kazakhstan and Central Asia at all. [15]

To conclude, distance education can be as effective as any other category of instruction. Distance Learning occurs and knowledge is retained. Students internationally report that they have learned and that they feel their distance learning experiences are as successful as more traditional education. The keys to successful distance education and learning are in the design, development, and delivery of instruction, and are not related to geography or time. Teaching at a distance is a challenge. The teacher needs to be creative and imaginative in the design and structure of the course. One rule of thumb is that good interactive learning course that work in a traditional classroom may be adaptable to the distance learning environment. But they may require more than just some changes to the visuals or the handouts – they may demand inventiveness and innovation in the modern era.

Bibliography:

1. Agboola, B., 1992, 'Contact Sessions in Distance Education: An Asset as well as a Burden In B. Scriven, R. Lundin, and Y. Ryan, eds., Distance Education for the 21st Century. Papers of the 16th ICDE World Conference. Queensland University of Technology, pp. 142–49
2. Agachi, P., 2017, 'Improving Performance of Universities Using University Rankings. Case Study Al Farabi Kazakh National University', Journal of Research in Higher Education, Vol 1 pp. 30-33.
3. Barron, A., Ivers, K. & Sherry, L. (1994). Exploring the Internet. The Computing Teacher Vol. 22(2) pp. 14-19; Lynnette, R. (1997) Creating the Virtual Classroom: Distance Learning with the Internet 1st, John Wiley & Sons, Inc. New York, NY, USA; Drysdale J., Graham Ch., Spring K., Halverson, L. (2013) An analysis of research trends in dissertations and theses studying blended learning, The Internet and Higher Education, Vol 17, pp. 90-100.
4. Croft, M., 1992 'Single or Dual Mode: Challenges and Choices for the Future of Education In Ian Mugridge, ed. Distance Education in Single and Dual Mode Universities (perspectives on distance education). Vancouver: The Commonwealth of Learning, pp. 49–58
5. Doris, U. & Bolliger, O. (2009). 'Factors influencing faculty satisfaction with online teaching and learning in higher education' Journal Distance Education, Vol 30, Issue 1, 2009, pp.103-116.
6. Gallagher, S. & Wallace, G. (2018). *Trinity College Dublin, The University of Dublin, Ireland // A Far Cry from School History: Massive Online Open Courses as a Generative Source for Historical Research*
7. Ibrayeva, A., Seifullina, A., Kassymjanova, A. & Otyynshiyeva, A. 2017, 'Applying New Management Principles to the Activities of Law Enforcement Agencies in the Republic of Kazakhstan as a Basis for Strengthening the Legal Culture of Kazakhstani Society' Proceedings of the 13th European Conference on Management, Leadership and Governance. London, UK, December 11-12, 2017, pp. 223-227.

8. Karr, CL, Weck, B, Sunal, D. & Cook, T. 2007 'Analysis of the effectiveness of online learning in a graduate engineering math course' *Journal of Online Interactive Learning*, viewed 22 May 2018 from: www.ncolr.org/jiol/archives/2003/winter/3/ms02023_Karr; Belanger, F., Jordan, D., 2000 *Evaluation and Implementation of Distance Learning: Technologies, Tools and Techniques*, Idea Group Publishing, USA
9. Keegan, D. (2013) 3rd edn, *Foundations of distance education*, Routledge, London
10. Moore, M. & Kearsley, G. (2012) *Distance Education: A Systems view of online learning*, 3rd edn, Wadsworth Cengage Learning, USA
11. Mutanov, G. *KazNU Al-Farabi began training specialists on the programs of GPIIR-2*, viewed 28 May 2018, from http://www.fincen.kz/news/?ELEMENT_ID=580; Kerimkulova, S., Kuzhabekova, A., 2017, 'Quality Assurance in Higher Education of Kazakhstan: A Review of the System and Issues' Chandos Publishing pp. 90-95, viewed 25 November 2020, from <https://doi.org/10.1016/B978-0-08-100553-8.00006-9>
12. Phipps, R., Merisotis, J. (1999) "What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education' Institute for Higher Education Policy, Washington, DC. American Federation of Teachers, Washington, DC
13. Moore, J., Dickson-Deane, C., Galyen, K. (2011) E-Learning, online learning, and distance learning environments: Are they the same?, *The Internet and Higher Education*, Vol 14, Issue 2, 2011, pp. 129-135.
14. Tussupova, A., Baitukayeva, A. & Smagulova, A. 2018 'The role of self-education in distance learning' *International relations and international law journal*, [S.l.], Vol 81, n. 1, pp. 142-149, viewed 21 November 2020 from: <http://bulletin-ir-law.kaznu.kz/index.php/1-mo/article/view/773>
15. Willis, B. (1993). *Strategies for teaching at a distance*. (ERIC Document Reproduction Service No. ED 351 008)

Мынбаева Н.Б.	
Улучшение качества образования для повышения конкурентоспособности юристов.....	68
Үдербаева Б.А.	
Қашықтықтан оқытуда этикалық нормаларды сақтау мәселелері.....	73
Abdraimova E. T., Shoibekova A. Zh.	
Technology for designing a modern training session	74
Амиров Н.К.	
О современных технологиях обеспечения качества вузовского образования.....	77
Ыстықұл Қ.Ә., Стыкулова Ж.А.	
Қашықтықтан оқытудың қазіргі таңдағы маңызы.....	81
Мырзахметова А.Ж.	
Построение современного информационного общества: казахстанский опыт	84
Amangaliyeva G. B. Rakhimbayeva R. M.	
To the issue of the development of higher education in the Republic Of Kazakhstan.....	90
Смагулова А.С., Бердалы А.А.	
Студенттерге негізделген оқу-танымдық іс-әрекетін теориясы және әдістемесі бойынша ұйымдастыру	93
Smagulova A., Tussupova A.	
Translation in the system of interliterature and intercultural communication.....	97
Otyynshiyeva A. A., Balabekova N. E.,	
Distance learning in al-farabi kaznu: theoretical and practical issues	103
Оралбаев Н. К.	
Заңгерлерді оқытудағы инновация мәселелері.....	110
Ушакова К.В., Садвакасова Р.М.	
Современные информационные технологии в системе образования	115
Bissaliyev M.S.	
The netiquette: the matter of online manners in the education process.....	117
Бутова Е.В.	
Информационные технологии в музыкальном образовании: актуальные проблемы и перспективы	121
Бекмаганбетова А.К., Тамабаева М.К.	
Гаджеттердің балалардың сөйлеу тілі дамуына тигізетін әсері.....	125
Seliverstova I. A.	
Modern foreign languages education: inspiring the new generation of researchers.....	127
Орманова З.Қ., Әжмәмбет Ә.Е.	
Бастауыш сынып оқушыларының шығармашылық қабілеттерін дамыту	131
Шужебаева А.И.	
Специфика тренинга как одной форм проведения занятий	134
Баженова Э.Д., Баженова М.Д.	
Модель формирования личностного развития будущих педагогов на основе интернет-коммуникации	138
Zh. B. Umbetbayeva, A. M. Begzhan	
Methodical instructions on organization of independent work of students with a lecturer on legal subjects.....	145
Отарбаева А.Б.	
Оқу үдерісінде оқытудың белсенді әдістерін қолдану.....	147
Хлебников И.Д.	
Эффективность использования информационных технологий и ресурсов в учебном процессе вуза.....	150
Тусупова Г.Ж.	
К вопросу о реализации компетентностной модели образования	154
Kalmuratova A. A., Ospanova F. A.	
Communicative competence of foreign language teacher.....	158
Kalmuratova A. A., Ospanova F. A.	
Formation of the communicative competence.....	161
Бердалы А.А.	
Студенттерге негізделген оқу-танымдық іс-әрекетін теориясы және әдістемесі бойынша ұйымдастыру	164

Научное издание

МАТЕРИАЛЫ

международной научно-методической конференции
«СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ОБЕСПЕЧЕНИЯ КАЧЕСТВА
ОБРАЗОВАНИЯ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ»
посвященной 25-летию факультета международных отношений
и 30-летию кафедры международного права КазНУ им. аль-Фараби
Алматы, 30 ноября 2020 г.

ИБ №14225

Подписано в печать 16.02.2021. Формат 70x100 1/12.

Бумага офсетная. Печать цифровая.

Объем 22,66 п.л. Тираж 10 экз. Заказ №1338.

Цена договорная. Издательский дом «Казак университеті»
Казахского национального университета имени аль-Фараби.

050040, г. Алматы, пр. аль-Фараби, 71, КазНУ.

Отпечатано в типографии издательского дома «Казак университеті».

