

«БІЛІМ БЕРУ БАҒДАРЛАМАЛАРЫН ЖАҢҒЫРТУ:
АККРЕДИТАЦИЯ ЖӘНЕ КАДРЛАР
ДАЙЫНДАУ САПАСЫНЫҢ КЕПІЛІ»

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«Білім беру бағдарламаларын жаңғырту: аккредитация және кадрлар дайындау сапасының кепілі»: 46-ғылыми-әдістемелік конференция материалдары. 14-15 қаңтар 2016 жыл. 1-кітап. – Алматы: Қазақ университеті, 2016. – 314 б.

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Жинақта әл-Фараби атындағы Қазақ ұлттық университетінде өткен «Білім беру бағдарламаларын жаңғырту: аккредитация және кадрлар дайындау сапасының кепілі» атты 46-ғылыми-әдістемелік конференция материалдары ұсынылған, конференцияда білім беру бағдарламаларын құрастыру, тәжірибеге бағытталған оқыту, білімді бақылау және бағалау, профессор-оқытушы құрамының біліктілігін арттыруға байланысты мәселелер талқыланды.

Материалдар автордың редакциясымен шығарылады.

В сборнике представлены материалы 46-й научно-методической конференции КазНУ имени аль-Фараби на тему «Модернизация образовательных программ: аккредитация и гарантия качества подготовки кадров», на которой были обсуждены вопросы, связанные с формированием образовательных программ, внедрением практико-ориентированного обучения, реализацией контроля и оценки знаний и повышением квалификации ППС.

Материалы издаются в авторской редакции.

- University P. Mendes France, Grenoble, France
 - Savonia University of Applied Sciences, Kuopio, Finland
 - Kaunas University of Technology, Kaunas, Lithuania.
- There are cooperation on the base of project Promis with:
- Beuth University of Applied Science, Berlin, Germany

5. ORGANIZING OF EDUCATIONAL PROCESS OF MASTER'S INFORMATICS AS SECOND COMPETENCE IN KAZNU

1. Advertising activities begin since April, preparing booklets, poster – each year
2. University gave for join educational program four-five grant place each year
3. In August each year are accepting exams
4. 2011: submitted-6, accepted -4, study – 3, diplomed-3;
2012: submitted-6, accepted-4, study-4, diplomed-3;
2013: submitted -6, accepted-4, study-4, diplomed-3;
2014: submitted -4, accepted-2
2015: submitted -8, accepted-5

6. MOBILITY OF ERAMIS MASTERS BY FINANSING OF KAZNU

On the base cooperation agreement with Lublin Technological University (Dr. Marek Milosh) KazNU financed mobility on two weeks

- 2011- 9 masters, PhD-1
- 2012 -12 masters, PhD-1
- 2013-6 masters,
- 2014 – 6 masters, bachelor – 1 for semester

On the base of cooperation in the project KazNU financed mobility on two weeks:

- 3 masters in Beuth University of Applied Science, Berlin, Germany (prof. Agathe Merceron);
- 18 masters in University Alicante, Alicante, Spain (Dr. Sergio Lujan Moro, prof. Mikel Forcada)
- 2015 – 5 masters in Savonia University of Applied Sciences, Kuopio, Finland;
- 3 masters in in Beuth University of Applied Science, Berlin, Germany (prof. Agathe Merceron).

7. COLLABORATIONS IN BRANCH OF PREPARING OF PHD STUDENTS IN FRAME OF ERAMIS AND PROMIS

On the base of project ERAMIS created collaborations in join preparing of PhD students in KazNU:

- Dr. Marek Milosh from Lublin Technological University is co-advisor of PhD student Diana Rakhimova since 2010 year;
- Prof. Mikel Forcada from University Alicante is co-advisor of PhD student Assem Shormakova since 2011 year.

On the base of project PROMIS created collaborations in join preparing of PhD students in KazNU:

- Dr. Marek Milosh from Lublin Technological University is co-advisor of PhD student Aida Kozhanova since 2014 year.

Literature:

1. Adam J., Tukeyev U. TEMPUS project in KAZNU: from ERAMIS to PROMIS. Материалы международной научно-практической конференции «Применение информационно-коммуникационных технологий в образовании и науке», посвященной 50-летию Департамента информационно-коммуникационных технологий и 40-летию кафедры «Информационные системы», 22 ноября 2013 года, Алматы, Қазақ университеті, 2013, с.12-16 .

Zhунussova Zh.Kh.

FEATURES OF THE MONITORING AND EVALUATION OF KNOWLEDGE ON THE SUBJECT "SCIENTIFIC WRITING"

One of the topical subjects for students who are studying in mathematics specialty is "Scientific writing". At first it is connected with knowledge of mathematics, computer programs and English. The

second, students are able to demonstrate their knowledge of several disciplines connected with mathematics, computer and English which are prerequisites for studying the discipline. In general, methodology of teaching the scientific writing is designed to answer the following three questions: Why do I need to learn scientific writing? What should I study? How to teach scientific writing? In order to reply for these questions we should consider communication of scientific writing with other sciences [1]-[3].

There is a feature under monitoring and evaluation of knowledge on the subject. A teacher has to divide the scores into two main parts: scores for knowledge of computer programs and English. Which of them are more relevant? Here we should use some methods and approaches. Now a student-centered approach is widely used [4]-[6]. We can compile several groups with different levels of English. According to this approach we should consider linear, mosaic and complex structures of the groups. The linear structure is one of the simplest and traditional. Here students show their knowledge one by one. Linear structure we can use under monitoring of independent work of the students. The mosaic structure is similar to chaos. Here students can take part in discussions of other groups. It is recommended to apply the mosaic structure in the small groups. Finally, the complex structure consists in mixing the first previous structures. It is intended to provide help for students. For example, a student with advanced level of English is able to help to improve English of the others. In our case, a difficult theme can be explained by active student. Complexity of the theme is dependent on personal skills of the students. Usually it is connected with grammar rules or pronunciation. Moreover, the student-centered approach helps shaping the worldview of students, development of logical and heuristic components of thinking, algorithmic thinking and the spatial imagination. According to definition the student-centered approach broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students [4]-[6]. Students learn in different ways and have different learning styles. Personalized responses are encouraged. It helps to promote creativity in students. We have to note that an educational-methodical complex of the discipline and syllabus are organized around the processes by which learning will be developed.

Knowledge of English is the basis of its program which is the source document for development of thematic programs. In the thematic program for studying English, except for the distribution of educational material, the requirements for knowledge, skills and abilities of students are set out, interdisciplinary communications are expanded, approximate norms of estimations are given. The content of English, in spite of the changes occurring in it, for quite a long time retains its basic core. The stability of the main content of the program due to the fact that English getting in their development a lot and retains all previously accumulated scientific knowledge, not discarding them as obsolete and no longer required. Each of the included in this "core" sections has a history as a subject of study in high school for humanitarian specialties. The issues of study them in a special methodology of teaching the subject scientific writing are considered in detail. English language is needed to explanation of previous research and hypotheses, explanation of the new hypothesis, description of the experiments, an analysis of the results and how they affect the new and old hypotheses.

Now scientific papers are published in English. Because English based scientific terminology has been created. That is why there is no need to reinvent terms for new ideas in a new language. Most of scientists throughout the world understand this language. Finally, it is a flexible language with many words for similar things. With help of them we can identify small differences between notions. It is well-known, that mathematics, as one of the accurate sciences, requires description, explanation of the material, reading of the formulas in detail.

The second part of the program consists of knowledge mathematics and computer sciences. In most developed countries mathematics education at the senior level of general education is differentiated according to the specific profile of specialization. Math teaching plays an important role the development of functional concepts, mastery of mathematical methods and the formation of research skills. As disadvantages of traditional education are the prevalence of verbal methods of presentation, promoting dispersal of attention and the impossibility of its emphasis on the nature of the training material, the average rate of learning mathematical material, a large amount of material that requires memorization, lack of differentiated tasks in mathematics and other. Disadvantages of traditional education can be eliminated by improving the process of teaching with help of modern approaches.

The course "Scientific writing" is intended to provide help for students which are going to publish their abstracts, papers and take report at the conferences. It will be useful both as for beginners and as for experienced students involved in the scientific projects. Usually during the course we consider some examples which are applied in introduction, definitions, theorems, proofs, comments, references to the

literature, acknowledgments and referee's reports. For each example the typical errors are pointed out. In order to be understandable for students a test is developed. The main part concerns some problems of English grammar. In this case we can present examples taken from the mathematical texts of the reviewed journals.

Seminars on writing scientific English identifying particular problems, group practice at analysing some simple papers in English and identification of the conventions used when writing a scientific paper in English.

For independent work the students have to write a very short paper in English based on some provided results. Moreover, students of the specialty mathematics can use the literature in English prepared for them [7]-[9]. Since the subject is delivered in the third course it is considered that students take responsibility for learning and they are active knowledge seekers. Also they are able to construct knowledge by the data gathering through different sources and interacting with their teacher. Thus evaluation in the student-centered approach is not to put a mark, but to encourage learning.

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**Zhussupova A.I., Zhussupova G.E.,
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TEACHER TRAINING MAKING DIFFERENCE

*“Education is not preparation for life.
Education is life itself”
John Dewey*

One overriding challenge is now coming to the fore in public consciousness: We need to reinvent just about everything. Whether scientific advances, technology breakthroughs, new political and economic structures, environmental solutions, or an updated code of ethics for 21st century life, everything is in flux – and everything demands innovative, out of the box thinking. The burden of reinvention, of course, falls on today’s generation of students. So it follows that education should focus on fostering innovation by putting curiosity, critical thinking, deep understanding, the rules and tools of inquiry, and creative brainstorming at the center of the curriculum (1-4).

МАЗМУНЫ СОДЕРЖАНИЕ

Aytasheva Z.G., Tabatabai L.B.*, Shalakhmetova G.A., Baiseyitova S.K., Serbayeva A. D., Kalimagambetov A.M., Mukhataeva K.A. Novel "Sisu"-Finnish educational and technological tune in Kazakhstan is needed	3
Mussiraliyeva Sh. Implementation a training methodology for the formation of engineers at masters level in the development of advanced industrial informatics systems	6
Tukeyev U., Rakhimova D. On the experience of the formation of an international educational program of double-diploma training masters of computer science as a second competence	9
Zhunussova Zh.Kh. Features of the monitoring and evaluation of knowledge on the subject "Scientific writing"	12
Zhussupova A.I., Zhussupova G.E., Abeshenova L.U., Omirbekova N.Zh., Koshkimbayev K.S. Teacher training making difference	14
Абдибаттаева М.М., Итжанова К.С. Қоршаған ортаны қорғау және өмір тіршілігінің қауіпсіздігі саласындағы мамандарды дайындаудың тәжірибеге бағытталған оқыту тәсілі	19
Абдиева Г.Ж., Кистаубаева А.С., Уалиева П.С., Сарсембаев М.С. Салқындатқыш, құрамында шырыны бар сусындар өндіретін компаниялардың тапсырысы бойынша бакалаврларды практикалық-бағдарланған білім беру бағдарламалары бойынша дайындау	24
Абдилдабекова А., Телеуова Э.Т. Создание диагностических методик, контролирующей успешность и выявляющих причины неуспешности в обучении	27
Абдулкаримова Р.Г., Завадский В.А., Мансуров З.А. Об опыте подготовки магистров и докторов PhD по специальности «Химическая технология взрывчатых веществ и пиротехнических средств»	30
Абдулкаримова Р.Г., Мансуров З.А. Формирование образовательной программы «6D074000 – Нанотехнологии и наноматериалы»	33
Абдурақын Н. Оқытушы, студент және оның білімін бағалау	35
Абдығалиева С.С. Контроль знаний студентов, как средство повышения качества образования	38
Абдыкалыкова Р.А., Уркимбаева П.И., Калдыбеков Д.Б., Токтабаева А.К., Чопабаева Н.Н. Особенности организации повышения квалификации ППС на ТОО «Құрылыс-Полимер»	40
Абишева З.М., Жилкибаева М.И., Уварова А.К., Шакен А.Ш. Международная практика по специальности «Туризм» как фактор качества профессионального образования	43
Аймаганбетова О.Х., Адилова Э., Байшукурова А.К., Жубаназарова Н.С. Личностно-ориентированное обучение - как один из факторов подготовки конкурентоспособных специалистов	47
Ақбаева Д.Н., Ешова Ж.Т. Стажировка как способ повышения квалификации профессорско-преподавательского состава	51
Ақназаров М.К., Турешова Г.О., Головченко О.Ю. Проблемы организации практико-ориентированного обучения в университете	55
Аққазин Е.Ә., Маматаева А.Т., Умбеткалиев К.А., Досжанов О.М. Қазіргі кезде білім беру бағдарламаларын ұйымдастырудың маңызы	58
Алтаев А.Ш., Султанғалиева Г.С. Перспективы и модели применения информационных технологий в процессе преподавания истории	60
Аргынбаева М.Х. Проблемы доступа к научному и гуманитарному знанию: к постановке вопроса	65
Артемьев А.М., Абдреева Ш.Т., Жумадилов А.Р. Формирование общих компетенций во время учебно-тренировочного похода студентов специальности «Туризм»	69
Асилова А.С. Білім беру жүйесіндегі инновациялық үдеріс	72
Аскарова З.А., Сраилова Г.Т., Гумарова Л. Ж. Контроль и оценка знаний по СРС по дисциплине «Физиология человека и животных»	76