

ӘЛ-ФАРАБИ атындағы ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ имени АЛЬ-ФАРАБИ



**РОӘК ОӘБ отырысы аясындағы өтетін
«УНИВЕРСИТЕТТЕГІ БІЛІМ БЕРУ БАҒДАРЛАМАЛАРЫНЫҢ
ЭКСПОРТТЫҚ ӘЛЕУЕТІН ЖӘНЕ БӘСЕКЕГЕ ҚАБІЛЕТТІЛІГІН АРТТЫРУ» атты
47-ші ғылыми-әдістемелік конференциясының
МАТЕРИАЛДАРЫ**

26-27 қаңтар 2017 жыл

1-кітап

МАТЕРИАЛЫ
47-ой научно-методической конференции
«ПОВЫШЕНИЕ КОНКУРЕНТОСПОСОБНОСТИ
И ЭКСПОРТНОГО ПОТЕНЦИАЛА ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ»
в рамках заседания УМО РУМС

26-27 января 2017 года

Книга 1

Алматы

«Қазақ университеті»

2017

**АҚПАРАТТЫҚ-КОММУНИКАТИВТІК ТЕХНОЛОГИЯЛАРДЫ БІЛІМ БЕРУ
БАҒДАРЛАМАЛАРЫНЫҢ БӘСЕКЕГЕ ҚАБІЛЕТТІЛІГІ МЕН ЭКСПОРТТЫҚ
ӘЛЕУЕТІН КӨТЕРУДІҢ ФАКТОРЫ РЕТІНДЕ ТАҢУ**

**ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ КАК ФАКТОР
ПОВЫШЕНИЯ КОНКУРЕНТОСПОСОБНОСТИ И ЭКСПОРТНОГО ПОТЕНЦИАЛА
ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ**

Kudaibergenova R.

E-LEARNING IN KOREAN STUDIES: PROSPECTS OF DEVELOPMENT

This article is about Massive Open Online Courses which is nowadays one of the new trends in higher education. Since South Korea is a leader in e-Learning development, the article emphasizes the South Korean way of Open Education development. Authors describe the formation and further development of MOOC in South Korea. Also there was mentioned the development of Korean National K-MOOC platform which can be a good example and effective way for implementation of MOOC in Kazakhstan Higher Education System.

Open education has passed several stages of development. The model of open education came from the Open University, which was organized in 1971 in the UK, whose main task was to make higher education accessible for working adults. The first President of the Open University formulated its purpose as follows: "To be open to people, open to place, open to methods, open to time". Open education, that comes from the ideas of the Open University, is a "non-contact" learning via new information technologies (in currently - the Internet). From the point of view of interaction of the teacher and the student, open education is a form of distance learning: the emphasis is on independent student learning, and direct communication with the teacher is minimal or absent. The open education is often understood as an education that can be designated using the term "social learning". This model of open learning is linked to the activities of the so-called "open schools" or "schools without walls" that emerged in the 70-s. of XX century in Western Europe and the United States. The keynote of this approach to open learning can be expressed by the quotation: "Education is a process that occurs ubiquitously, life is an open class" [1].

Open Education and background for the development of Massive Open Online Courses (MOOC) in Korea.

Model of Open University, which has become a global trend in distance higher education in the early 1970s, attracted the attention of South Korean government. In 1972, Korean National Open University (KNOU) was opened in Seoul National University, and 10 years later KNOU acquired the status of an independent national university. Using the Open University model, the South Korean government tried to cope with a variety of social problems of the time. A significant increase in the number of students was one of the most serious problems in the system of education in South Korea in the 1970s and 1980s. Emergence of KNOU was to address the growing demand for higher education in Korean society.

Today, KNOU is the University of distance learning, which already has an Open Educational Resources (OER) and MOOC in the form of distance learning for the last 40 years. Since it was established, the University has successfully fulfilled the task "Education for All". The number of students for more than 40 years has reached 2.6 million, of which 60 thousand students have graduated KNOU. University does not only develop its own content, but also provides access to the contents of KOCW (Korean Open Course Ware), SNOW, YouTube, TEE, KBS (Korean Broadcasting System), KOICA, SBS, etc. In addition, KNOU has been developing Korean version of MOOC - K-MOOC since 2013 [2].

By the time of the creation of its own national platform, leading Korean universities have realized the need to develop massive open online course, entered into contracts with EDX (Seoul

National University), Coursera (KAIST University), Yonsei University) etc. Currently, SNU and KAIST University has already launched MOOC on these well-known platforms. SNU created SNUx platform and in 2014 launched four MOOCs. Courses of Robot Mechanics and Control Part I and Part II were launched in August and June of 2014, and the number of enrolled students has reached 5890 and 13,758 students respectively. Lectures have been developed in the form of video lessons in English with subtitles. In January 2015, the course International Politics in the Korean Peninsula Part 1 has been opened, the number of enrolled students was 6,080.

There are ten characteristics which make MOOC different from any other learning materials. These courses are open, massive, university-level education, contain short videos, require enrollment, utilize a learning management system, automated testing, crowd-sourced peer assessment, and interactive user forums, and offer certification. Because it is free and has no limitation for which university courses someone can potentially take, MOOC offers a chance to explore higher-education fields. Also, by taking quizzes and tests MOOC helps students know which stage they are at and they do not even need to grade them since this entire process is automated. Especially, it emphasizes a flipped-learning design. This means that through MOOC, students can learn the concepts ahead via online courses, and spend the actual class time as a discussion. In this way, students would gain more time to discuss and debate. In addition, MOOC gives motivation to students through its certification and the various interactive systems. [3]

Development of K-MOOC.

Recently, on one of the online learning resources EBSLang, number of students, who were office workers, has reached 20 thousand. This figure shows the importance and potential of learning throughout life (Life-long Learning), the need of which can be successfully satisfied by massive open online courses. High demand for further education in Korea, credentialism, the need to improve access to education, including for persons with disabilities, created the preconditions for the development of mechanisms to meet this need at the state level. To date, according to the Ministry of Education of Korea, everyone in Korea has access to higher education, as the best courses of the best Korean universities are presented free of charge online at K-MOOC platform. Moreover, K-MOOC can become not only a tool for professional development, but also to promote employment. For example, in the US, MOOC play a role in the labor market. For example, one of the major recruiting sites LinkedIn permits applicants to indicate an information on completed MOOC.

K-MOOC was designed on the example of existing MOOC platforms. Key features of platform are subtitles in Korean, service control and content support, courses' recommendation, analysis, control and prevention of plagiarism and cheating, educational materials (digital books), etc. [4].

The platform was launched by the Ministry of Education of Korea in September 2015. The Ministry of Education has selected total of 27 lectures, and ten universities out of 47 schools which applied are given 100 million won in monetary support for setting up their trial K-MOOC courses. They are Seoul National University, Kyung Hee University, Korea University, Yonsei University, Sung Kyun Kwan University, Pusan National University, POSTEC, Ehwa Womans University, Hanyang University, etc. Korea University and Ewha Womans University are also considering to acknowledge the courses students take in K-MOOC as school credits.[3]

K-MOOC Courses:

KyungHeeUniv.	Ehwa Univ.	Korea Univ.
The world where we live in: Homo Ethicus	Modern Physics and Revolution of Human thought	Introduction to Civil Law
Global Citizenship Education: living as a citizen of a global community	Understanding Movie Storytelling	
	Socio-cultural history interpreted through architecture	

E-Learning in Korean Studies. Thus, MOOC, and particularly K-MOOC, are effective tools to promote Korean Studies at universities abroad.

In Central Asia, the development of the MOOC is at an early stage. Recently, Al-Farabi Kazakh National University and the National Academy of Sciences of Higher School of Kazakhstan with the support of the Ministry of Education and Science of the Republic of Kazakhstan presented a national platform of open education. The initiative of creating the first national online education platform was joined by 12 leading universities of Kazakhstan. [5] The project of creating a national platform was pre-tested in the Al-Farabi KazNU. For the last few years the university professors have been developing MOOCs, which they can place on <http://open.kaznu.kz> page.

However, MOOC in Kazakhstan has not yet become a mass phenomenon, many Kazakh students are not even aware of such opportunities. According to the survey, which was conducted among Korean Studies students, the majority of students responded that they were enrolled in online-courses, while keeping in mind the courses of the Global e-School. In 2011, the Korea Foundation launched the project KF Global e-School, initiated with a view to the development of Korean studies abroad through online lectures. Currently, the project involves 79 universities from 29 countries, including the KNU them. Al-Farabi. Participants are more than 120 Korean professors and 3,000 international students. [6]

In the framework of the project KazNU and Hanyang University with financial support of JooKmin Bank, have started joint activity on conducting online-lectures. During the period from November 2012 to June 2016 there have been 11 online courses on language, culture, politics, economics, philosophy of Korea, as well as a course on North Korean society.

2012-2013 Semester	Spring	Business Korean Korean Art and Philosophy	Lecturer: Ham GyeIm (HUFS)
2013-2014 Fall Semester		K-Culture: Modern Korean Contents Korean Language and Culture	Lecturer: Seung Kwan No (Yonsei University) Lecturer: Ham GyeIm (HUFS)
2013-2014 Semester	Spring	Korean Economic Development	Lecturer: Han Hong Yul (Hanyang University)
2014-2015 Fall Semester		Korean Films and Culture Readings Korean Economy North Korean Politics	Lecturer: Lee Heewon (Sookmyung University) Lecturer: Han Hong Yul (Hanyang University) YimYongsoon (Sungkyunkwan University)
2014-2015 Semester	Spring	Understanding K-Entertainment	Lecturer: SeungKwan No (Yonsei University)
2015-2016 Semester	Spring	North Korean Society and Culture	Lecturer: Jeon Young Sun (Hanyang University)

In order to improve the program, the Korea Foundation asked the overseas universities to directly conduct the student survey on courses evaluation. The survey response rate was more than 70% of the enrolled students for the results to be considered credible. According to the survey, the students evaluated the «Strongly agree» (5 points) in almost all the criteria, but were they absolutely honest? The fact that Kazakhstan students are not always objective when they are evaluating the learning process, not only online but also offline lectures. Perhaps, there is a fear that the teacher will not be pleased if I will set his course a bad score and will take revenge. That's why we were allocated items that students appreciated by 4, which in this context means that there were troubled moments.

1. The level of difficulty of this course was challenging and appropriate.

2. I was comfortable with taking the course via videoconferencing.
3. The evaluation criteria and methods were clearly explained.
4. I think the quality of instruction was similar to classroom-based instruction.

Thus, we can conclude that online learning is still not as good as formal, offline, lectures. The reason for this may be both technical problems and subjective preferences students. Also, with regard to specific of Global e-School, courses do not always correspond to the level of students, especially the level of proficiency in Korean. Thus, I believe, for a more successful promotion of Korean Studies in Kazakhstan it is necessary to increase the number of courses in English. In this case, a course can enroll students who do not speak Korean, but who are interested in Korean society and culture.

Conclusion. The emergence of innovations in MOOC proves the existence of interaction between various social, economic and technical developments in the field of education in a global context. Public education can play an important role in ensuring access to education for all, and in overcoming the difficulties posed by a constantly changing environment. Among these changes:

- 1) increasing globalization and internationalization in higher education;
- 2) increasing demand for access to higher education, it is expected that by 2020 the world will have 120 million students;
- 3) changing demographics of students, an increasing number of adult students;
- 4) access to technology and means of communication;
- 5) the need for changes in prices, the availability of financial and economic models for higher education [7].

References:

1. Maron A.E., Monakhova L.Yu. *Concepciya razvitiya otkrytyh system obrazovaniya vzroslyh // Chelovekiobrazovaniye. - №1(14). - 2008. - p.75-82*
2. Mi Lee Ahn, Hwan Sun Yoon, Hyun Jin Cha. *Cultural Sensitivity and Design Implications of MOOCs from Korean learners perspectives: case studies on edX and Coursera. // Educational Technology International. - 2015. - Vol.16, No.2. - pp. 201 - 229*
3. K-MOOC, a Change in the Paradigm of Higher Education. // <http://www.dgupost.com/news/articleView.html?idxno=1706>
4. Kim Jin-II. *A study on characteristics of K-MOOC platform // Advanced Science and Technology Letter. Vol.75, pp. 33-36*
5. <http://www.kaznu.kz/ru/3/news/one/10869/>
6. Korea Foundation. // <http://en.kf.or.kr/?menu=539>
7. Lee Yan, Pauell S. *MOOC i otkrytoe obrazovanie: znachenie dlya vyshego obrazovaniya. // http://publications.cetis.org.uk/2013/667*

**Zhanabaev Z.Zh., Saymbetov A.K., Imanbayeva A.K., Ibraimov M.K., Japashov N.M.
THE CONTENT OF THE TRAINING AND PROFESSIONAL STANDARDS OF THE
PROGRAM "SPIID: RADIOENGINEERING, ELECTRONICS AND
TELECOMMUNICATION"**

The Government program of industrial innovative development of the Republic of Kazakhstan for 2015 - 2019 years was developed according to long-term priorities of strategy «Kazakhstan-2050», for realization of key direction «Acceleration of economic diversification» of Strategic plan of development of the Republic of Kazakhstan until 2020, with concept of joining Kazakhstan to the number of 30 developed countries in the world and to pursue the orders of the President of Kazakhstan given at the XXVI plenary session of the Council of Foreign Investors under the President of the Republic of Kazakhstan, and within the framework of realization of the Message of Kazakhstan's President to the people of Kazakhstan "Kazakhstan's way - 2050: common goal, common interests, common future" from January 17, of the year 2014 [1].

The program is a logical continuation of the State program for accelerated industrial-innovative development of Kazakhstan for 2010 - 2014 years and takes into account the experience of its implementation.

МАЗМҰНЫ СОДЕРЖАНИЯ

АРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІНІҢ РЕКТОРЫ МҰТАНОВ ЫМҚАЙЫР МҰТАНҰЛЫНЫҢ КІРІСПЕ СӨЗІ.....	4
анов Е.Б. ОРГАНИЗАЦИЯ ПОЛИЯЗЫЧНОГО ОБУЧЕНИЯ В СИСТЕМЕ ОБРАЗОВАНИЯ: ДУНАРОДНЫЙ ОПЫТ И РЕКОМЕНДАЦИИ ДЛЯ КАЗАХСТАНА	10
ов Т.Ф. ОПЫТ КБТУ ПО РЕАЛИЗАЦИИ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ П- РАВЛЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ ОБУЧЕНИЯ	14
ова Ю.М. АСПЕКТЫ ИНТЕРНАЦИОНАЛИЗАЦИИ ОБРАЗОВАНИЯ: ОПЫТ РЕАЛИЗАЦИИ ДЕМИЧЕСКОЙ МОБИЛЬНОСТИ.....	17
adlak UNIVERSITY RANKINGS: A VECTOR OF QUALITY AND COMPETITIVENESS IN TEMPORARY HIGHER EDUCATION.....	19
етов А.К., Мухитдинова Т.М., Саксенбаева Ж.С. ИНФОРМАЦИОННО- МУНИКАЦИОННЫЕ ТЕХНОЛОГИИ, КАК ФАКТОР ПОВЫШЕНИЯ КУРЕНТОСПОСОБНОСТИ И ЭКСПОРТНОГО ПОТЕНЦИАЛА ОБРАЗОВАТЕЛЬНЫХ ГРАММ.....	20
бек Ш.К, Алтаева К.Ж. ОБЩЕСТВЕННО-ПРОФЕССИОНАЛЬНАЯ АККРЕДИТАЦИЯ СТВЕННОНАУЧНЫХ И ТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ В СИСТЕМЕ ГАРАНТИИ ЕСТВА ОБРАЗОВАНИЯ.....	26
I Pugh BEYOND CERTIFICATION: TRANSFERRABLE SKILLS AS PREPARATION FOR ERTAINTY.....	29
bergenova R. E-LEARNING IN KOREAN STUDIES: PROSPECTS OF DEVELOPMENT	34
baev Z.Zh., Saymbetov A.K., Imanbayeva A.K., Ibraimov M.K., Japashov N.M. THE CONTENT OF TRAINING AND PROFESSIONAL STANDARDS OF THE PROGRAM D: RADIOENGINEERING, ELECTRONICS AND TELECOMMUNICATION”.....	37
ова З.А., Мурзахметова М.К., Сраилова Г.Т., Жапаркулова Н.И. ПРИМЕНЕНИЕ ОВАЦИОННЫХ МЕТОДОВ ПРИ ПОДГОТОВКЕ СТУДЕНТОВ К НАУЧНО- ЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ	41
ва Н.С., Садыкова Н.М., Болтаева А.М. МАССОВЫЕ КОММУНИКАЦИИ КАК ОБЪЕКТ ВЛЕНИЯ СОЗНАНИЕМ МОЛОДЕЖИ	44
нова А.Т., Турлыбекова Н.М., Рысбаева Б.Б. ЖАЛПЫҒА АШЫҚ ОНЛАЙН КУРСЫ (ЖАОК) НАУИ БІЛІМ БЕРУДІҢ НЕГІЗГІ ҮДЕРІСТЕРІНІҢ БІРІ	47
нова Ф.Р., Тюлепбердинова Г.А., Газиз Г.Г., Адилжанова С.А. ОСОБЕННОСТИ ДИПЛИНЫ «ИНФОРМАЦИОННО - КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ» ПРИ ОТОВКЕ ПОЛИЯЗЫЧНЫХ КАДРОВ	50
нов М.У., Наурызбаева Г.К. ПРИМЕНЕНИЕ НОВЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ЕССЕ	53
баев Н.Н., Бажиков К.Т. ЖОҒАРЫ ОҚУ ОРНЫНДА ВИРТУАЛДЫ ОҚЫТУДЫ ИДАСТЫРУ	56
ова А.А. MEDIALAB КАК ЭФФЕКТИВНАЯ КОЛЛАБОРАЦИЯ ВЫСШЕГО ОБРАЗОВАНИЯ ОТОДАТЕЛЕМ В ОБЛАСТИ МЕДИА.....	59