

## 4. ТЕОРЕТИКО-ПРИКЛАДНІ АСПЕКТИ ЕКОНОМІЧНИХ ПРОЦЕСІВ В УКРАЇНІ ТА СВІТІ

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### THE ROLE OF NEW EDUCATIONAL TECHNOLOGIES TO IMPROVE THE QUALITY OF EDUCATION AND THE TRANSITION FROM KNOWLEDGE TO COMPETENCY

Andirzhanova G.A., Doctor of Political Sciences, Professor

*Narhoz University, Almaty, Kazakhstan*

The importance of the Bologna process and the role of new pedagogical tools that enable students to move from knowledge to competences have been examined. Nowadays there are significant changes in the pedagogical system aimed at the improving of the quality of education. The developed new methodology of the training system, practical implementation of the principle of differentiation in education, strengthening of the students' vocational guidance, targeted informatization are the basis for the creation of the new higher education national model.

*Key words: quality of education, technologies, differentiation, methodology, training.*

### РОЛЬ НОВЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ ДЛЯ УЛУЧШЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ И ПЕРЕХОДА ИЗ ЗНАНИЯ НА КОМПЕТЕНТНОСТЬ

Андиржанова Г.А., доктор полит. наук, профессор

*Университет Нархоза, Алматы, Казахстан*

Исследовано значение Болонского процесса и роль новых педагогических технологий, которые дадут возможность студентам перейти от знаний к компетенциям. В настоящее время наблюдаются значительные изменения в педагогической системе, направленные на повышение качества образования. Разработана новая методика системы обучения. Практическое осуществление принципа дифференциации в образовании, усиление профессиональной ориентации студентов, целенаправленная информатизация – основа создания новой национальной модели высшего образования.

*Ключевые слова: качество образования, технологии, дифференциация, методика, обучение.*

Kazakhstan was the first country in Central Asia, which became a member of the Bologna process. March 11, 2010 year was historic for the higher education of the Republic because this day was marked by the signing of the Bologna Declaration. Kazakhstan became 47 State party to the Bologna process. This decision was dictated by the need to improve access to European education, further enhancing its quality, as well as the increased mobility of students and teachers through the adoption of a comparable system-speed higher education, the use of the credit system, the issuance of the graduates of universities pan-European Diploma Supplement. Kazakhstan's accession to the Bologna process will provide recognition to Kazakhstan's educational programmes, curricula, academic mobility of students and teachers, domestic convertibility of diplomas in the European region the right graduates to find a job in any country.

Projected to 2020 year global labour market will need 40 million workers with higher education and 45 million professionals with vocational education. Special deficits already are engineers, doctors, chemists, biologists, and other representatives of "accurate" and "natural" professions.

Today, it is clear that education is one of the most important institutions of the State and society, responsible for the development of human capital. Training and education have always been the best agents of strategic ideas for the development of the country. The experience of foreign countries shows that the degree of development of education almost identified with the level of competitiveness of the State. Therefore, this sphere has always been under special attention of the President of Kazakhstan N.A. Nazarbayev. He has consistently emphasized and stressed that

education is a strategic priority of the country that the competitiveness of a nation depends on the level of education of its citizens.

The main actor of the Bologna process is undoubtedly a student. In the Bologna process, as a member of the European student organizations, student today plays an increasingly significant role; significantly affect the progress of the Bologna process.

For example, at the University of NARXOZ, as noted by the Rector to the following conversation Rybinski K.: earlier in schools were important knowledge, regardless of the students went to classes or not, the important thing is to learn the material, current approach to education has changed, become important competence. Since the Bologna process — not only knowledge but also the skills and relationships. Therefore, even if the students have acquired knowledge during training, but not worked on projects throughout the semester, then they do not have competences in teamwork and ability to solve certain problems. First, for each specialty, we have at least two business partners who invited and worked out special programs. So students have the opportunity to receive practical skills. Plays an important role on campus and formed the first commercial business incubator MOST, which is already half a year. It opens, so students can communicate with entrepreneurs and people who are already actively working in specific areas of activity, share ideas, and possibly creates new projects. Secondly, this year, the University refuses to the old system of preparation of theses, when students are preparing more than 100 pages of any issue, not always without its essence, and this work then no one reads. Who needs it? Henceforth upon graduation students will prepare project work with the solution of specific tasks and questions that will assess business partners. Они будут получать темы, обращаться в компании с запросом и предложением решать какие-либо задачи, в итоге будут работать над их выполнением. In successful cases after defending some students will receive invitations to work. In the year 2016 would be protected by the first wave of more than two thousand people, University in anticipation of the effect.

To date, the participation of students in the learning process is seen as an important moment for the development of an organizational culture of quality. Score training is seen as an important tool for providing feedback of the students in the learning process.

The high school teachers are today new demands.

In today's society are facing new requirements to high school teachers. The teacher must not only know well his subject, but also to be engaged in self-education, improve their skills, share experiences, acquire new teaching methods. Relationship between teacher and student, folding, you can designate how personality-oriented. In any area of achievement of maximum results is possible provided the ratio of purpose and outcome. Is no exception for higher education. Quality education refers to the process aimed at the creation of conditions for the full and harmonious development of the person; the result of the interaction between teacher and pupil, in which an important role of the individual teacher, able to inspire and direct pupil in search of new and unexplored.

Currently, there are significant changes in pedagogical system, aimed at improving the quality of education. Development of new methodological training system, the practical implementation of the principle of differentiation in education, enhancing students' professional orientation, purposeful informatization is the basis of the creation of a new national model higher education.

Today the University teacher is able to manipulate information creatively solve problems science and practice, as well as to work towards the individualization of educational programs. Many teachers speak different learning technologies: traditional, teamwork technology, problem-based learning technology, etc.

The main form of work in lesson is teamwork. Students, as a group, are searching for solutions put forward problems, then analyze the result and make conclusions about their work.

-use of media materials for compiling digests of the current policy (on the seminar classes); role-playing game as an active learning method. Students actually form simulates a game situation.

Participants get a role in accordance with some script that determines the course of action. In the game are usually given the situation with the open end, where students are required to take action, defend its point of view, for example, to resolve the conflict, complete a certain situation or problem. After the completion of the role-playing game, it is recommended to perform a reflexive activity on the stocktaking of the role-playing game and its results. Example subjects of role-playing games are the "Arab-Israeli conflict" to discipline "world politics and international relations.

-use case studies on discipline "world politics and international relations. To the strategy we use when match certain theoretical positions with the real situation. This method promotes the development of skills to analysis, evaluate alternatives, and instill skills to solve practical problems. Technology study of the projective is one of the effective ways to revitalize the creative activity of students, formation of its cognitive interest and way of thinking.

Project lesson may occur when studying the properties of objects, defining relationships between objects, establishing causal relationships between events and phenomena, improving skills solve a specific task. This method is used during the study disciplines: "world politics and international relations" on the theme: "the Afghan problem", "political science" on the theme: "the problem of terrorism", "contemporary international relations and global development" on theme "Problem modification of interests in international crises and conflicts;

Method can be used on projects independent work of a student under the guidance of a teacher, where a group of students individually is addressing one of the practical problems.

Sample topics:

1. The problems of legal and illegal migration in the Republic of Kazakhstan: sociological analysis.
2. The population's attitude to the reforms in the pension system in the Republic of Kazakhstan.
3. The employment of Narxoz University graduates: a comparative analysis
4. The national identity of Kazakhstan youth as an object of social-political analysis.
5. The interests of young people in politics.

I would especially like to draw attention to the fact that the modern educator is aware of the role of all actors in the pedagogical process and seeks to integrate them. University lecturer is well aware of the role of science in enhancing the effectiveness of the educational process, consciously selects and actively tests new pedagogical technologies, such as: case technology, which is based on the decision situational tasks, including test tasks; teleconferences are one of the forms of lectures, interactive boards, and use of multimedia products. Educational technology as a process is controlled with planned results. In our view, the structure of technological learning process can be represented by the three main channels of traffic information:

1. Main channel-motion content, transmission of information from teacher to student.
2. Channel control actions, including planning, correction of the main technological learning movement information.
3. Channel information from the student to the teacher about the outcome of the process.

This structure will increase the efficiency of the learning process through:

- An optimal structure of the content of educational information;
- Efficient management and organization of cognitive activity of students;
- Use capabilities of individual assimilation of information processes of the self-governing student;
- Effective control of learning.

Pedagogical technology specificity is that:

- 1) Aims to focus on achieving results;
- 2) Preparation of training materials and organization of training in accordance with educational objectives;
- 3) Assesses the current results of the correction of the training;
- 4) Provides a final assessment of the results.

The University lecturer as a creative person is aware that it is necessary to work on the creative development of teaching, rather than just make students memorize learning material.

Great work is being done to change the student extrinsic motivation into the inner moral teachings-willed regulation. But it should also pay attention to the fact that a new system of higher education, the formation of a new teacher interfere with existing nowadays. The society develops changes faster than the system of higher education. The reason is not just that there are no necessary material means, but also to some conservative universities, as well as the gap in science and practice.

Currently, development of the individual student requires a focused creative growth as a teacher. Teacher preparation system should change in the University, as well as improving the qualifications of teachers not only in the country but also abroad.

New requirements for higher education are more declarative because the forms and methods of education and upbringing remain practical. The ratio of teacher to student is changing very slowly. Over the last years has considerably increased the volume of information in all areas that ultimately led to the complications of the educational process and overloading students.

In our view, to solve these contradictions may radically changing traditional technology to the educational process by implementing innovative teaching technologies, increasing the level of training, through a gradual transition from the subject-object paradigm learning (role of the student in the learning process is passive) to subject-subject models of education (involves active participation of the student in the learning process).

The main function of teacher-training education, management development and training.

In this case, the teacher acts as a pedagogical Manager, Manager of the pedagogical process.

In our time in developing innovation teacher acts as subject and object. On the one hand, it brings scientific ideas in higher reality and, on the other hand, the practical implementation of the pedagogical theories of the vocational-pedagogical culture teacher.

Vocational-pedagogical culture is, in our view, a way of creative self-realization of the individual high school teacher in different kinds of educational activities and communication aimed at assimilation, transfer and consciousness teaching values and technology.

Pedagogical creativity the most difficult and responsible phenomenon because the complexity is determined by time constraints, results need pre-default co-creation, the unity of purpose of the instructor and the student.

The teacher has a high level of professional activity, if he understands and appreciates the goals and tasks of pedagogical activities, satisfied his pedagogical work. Teacher must know and be able to use solutions to analytical and reflexive, organizational-specific, special-pedagogical tasks, as well as the need to strive for innovation and vocational-pedagogical improve.

Formation of excellence has an innovative focus, because the teacher must to be involved in the creation, development, and use of pedagogical innovations in the practice of learning and education of students.

Many problems of modern system of education stem from the margin of pedagogical science from the pedagogical practice. Today, the teacher must improve their qualifications, consciously shaping new thinking. The old thinking is a stereotypical, still thinking, used to the standards of content and

methods, it should be changed, and otherwise the pedagogical process will not solve the goals and objectives of the formation of free, creative personality.

What does thinking need today teacher high school:

1. Thinking must be ethical, flexible and dynamic. From it requires greater erudition, skill cover designed system.
2. The design process was respected a reasonable balance between creative thinking and logical construction.

Teacher is the key figure in organizing the educational process. From his professional competence, pedagogical skills, innovation, effectiveness depends on pedagogical system.

Humanization and democratization of education involves changing pedagogical system, creating and applying new pedagogical technologies of training, aimed at development of cognitive activity of students which ultimately will increase the quality of higher education.

To date, the main challenge facing universities is intensifying independent cognitive activity of students and their personal development.

All this will improve the quality of learning, the transparency of the process, thoughtful participation and Division of responsibilities between the teacher and students.

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## ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ РОЗВИТКУ ДЕРЖАВНОГО СЕКТОРА ЕКОНОМІКИ УКРАЇНИ

Богма О. С., к.е.н., доцент, Зублевська Я. Ю.

*Запорізький національний університет  
Україна, 69000, м. Запоріжжя, вул. Жуковського, 66*

y.zublevskay@gmail.com

Державний сектор економіки являє собою важливу складову, адже вирішує важливі й складні завдання, які не завжди здатна вирішити ринкова економіка. Державний сектор виступає фундаментом для повноцінного виконання державою своїх функцій та завдань, особливо в аспекті надання суспільних послуг, соціального захисту населення, реалізації соціальних завдань, що є запорукою забезпечення стабільності та розвитку суспільства. Опрацьовано дослідження й публікації іноземних та вітчизняних авторів, у яких розглядаються точки зору на функціонування державного сектора економіки. Розкрито теоретичну сутність та значення державного сектора економіки. Державний сектор – частина економічної системи, що передана у повну чи часткову власність державі для забезпечення загальних потреб суспільства, критеріями автентичності якої є права управління, отримання прибутку у вигляді дивідендів та розпорядження централізованими фондами грошових коштів його інституційних одиниць. Розглянуто основні проблеми, наявні сьогодні у сфері функціонування державного сектору економіки України. Зроблено висновок, що сьогодні функціонування державного сектору в Україні є недостатньо ефективним через наявність численних проблем, з-поміж яких недосконала законодавча база, брак достовірної інформації, недосконалість публічного контролю, неефективність приватизації, корупція, тіньова економіка, неефективне використання державного майна тощо. Систематизовано основні заходи, які доцільно вжити для підвищення ефективності функціонування державного