Ministry of Science and Higher Education of the Republic of Kazakhstan

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**"Pedagogy of the Higher School"**

**Lecture course**

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**Lecture 1. Modern paradigm of higher education**

**Lecture plan:**

1. Reforming the system of higher education.
2. Stages of reforming the system of higher education in the Republic of Kazakhstan.
3. Three-level structure of higher and postgraduate education.

The reform of Kazakhstani education was carried out with the understanding that “a qualitative reform of education in the context of dynamic socio-economic changes in society can only be carried out if there is a detailed strategy that takes into account both the real situation that has developed in the field of education, growing trends and current relations, and possible ways of the future development of society and the state. Such a strategy was to become the basis for the development of a flexible tactical program of action, constantly adapting to rapidly changing real conditions.

The goal of the main directions of modernization in the education system of Kazakhstan is to ensure its qualitative transformation in a market economy, taking into account globalization. The modernization of education requires the creation of new legal, scientific, methodological, financial and material conditions and adequate staffing to deepen and develop this process on the basis of maintaining the positive potential accumulated in this area.

The reform of higher education in the republic has been carried out most intensively since 1995, but at the same time its pace and depth remain insufficient, economic difficulties continue to create the main obstacles to the implementation of the necessary changes. As a result of the socio-economic reforms carried out in Kazakhstan, including in higher education, in recent years there have been some positive trends, such as:

* democratization of higher education and decentralization of management;
* diversification of the network and structure of higher education institutions;
* creation of a new legislative and regulatory framework;
* introduction of new state standards of higher education;
* increase in the number of students studying not at the expense of the state budget

During the years of independence of Kazakhstan, the stages of reforming the higher education system can be divided into the following:

* The first stage (1991-1994) is the formation of the legislative and regulatory framework.

The main objectives of this stage were the creation of a network of higher educational institutions and the renewal of higher education specialties in order to ensure the independence of the republic in training personnel, meeting the needs of the market economy of the regions. The ongoing measures of this period found legislative consolidation in the Law of the Republic of Kazakhstan "On Higher Education" (1993). In 1994, the State Standard of Higher Education of the Republic of Kazakhstan (Basic Provisions) was approved, which for the first time determined the introduction of a multi-level structure of higher education in the country, academic degrees of bachelors and masters.

* The second stage (1995-1998) is the modernization of the higher education system, updating its content.

This stage is characterized by a conceptual definition of the development of the higher education system, which is reflected in the Concept of the state policy in the field of education, approved by the National Council for State Policy under the President of the Republic of Kazakhstan on August 4, 1995, by the adoption of new regulatory legal provisions regulating the activities of higher educational institutions. From 1995 to 1997, the first Kazakh educational standards were adopted in 310 specialties of higher professional education. In 1996, a new edition of the classifier (list) of specialties of higher education of the Republic of Kazakhstan was approved, providing for 342 specialties. The non-governmental education sector is actively developing.

* The third stage (1999-2000) - decentralization of management and financing of education, expansion of academic freedom of educational organizations.

At this stage, there is a real decentralization of the system j of management of educational organizations. The principles of admission to higher educational institutions have radically changed, a transition has been made to the training of specialists with higher professional education on the basis of the state educational order. Since 1999, a new model for the formation of the student body of higher educational institutions has been introduced by providing applicants with state educational grants and state educational loans on a competitive basis.

* The fourth stage (the beginning of 2001-2004) is the strategic development of the system of higher and secondary education.

The main directions of progressive development of professional education in the 21st century are determined. In February 2004, the government of Kazakhstan approved the concept for the development of the education system of the Republic of Kazakhstan until 2015. On the basis of the Concept, the State Program for the Development of Education in the Republic of Kazakhstan until 2010 was developed. The program defines education as a national priority, forms the organizational basis for the implementation of the educational policy of the Republic of Kazakhstan for a long period and is the basis for making changes and additions to the legislation, the financing system, the content of education, the structure of the education system, the education management system, personnel and social policy.

The program provides for the following main areas of development:

* transition to 12-year secondary general education. Creation of a system of profile and professionally oriented education of high school students;
* creation of a new level - post-secondary vocational education;
* provision of a three-level system for training professional personnel: bachelor's degree - master's degree - doctoral studies (PhD), based on a system of academic credits;
* creation of a national system for assessing the quality of education. The main changes affected the period of secondary education.

The three-level structure of higher and postgraduate education was enshrined in the new Law of the Republic of Kazakhstan "On Education", adopted on July 27, 2007. In accordance with the new law, higher education curricula should be aimed at training specialists with the qualification and (or) the academic degree "bachelor". Persons who have completed their studies in the professional curriculum of higher education with the award of the academic degree "bachelor".

Further, the law establishes that postgraduate education is acquired by citizens with higher education. And that the training of scientific and pedagogical personnel is carried out in the magistracy and doctoral studies of higher educational institutions and scientific organizations, as well as by sending scholarship holders of the Bolashak international scholarship to study in foreign higher educational institutions in full-time education in accordance with the list of specialties annually approved in in the manner established by the legislation of the Republic of Kazakhstan. The training of personnel in the magistracy is carried out on the basis of professional training programs of higher education.

In doctoral studies, doctors of philosophy (PhD) and doctors in their field are trained on the basis of professional master's study programs with a study period of at least three years. In the Republic of Kazakhstan, this level provides for the preparation of Doctors of Philosophy (PhD) or doctors in the field in accordance with the Classification of Specialties of Higher and Postgraduate Education of 2009, which is the state standard, as well as state compulsory education standards for doctoral studies.

**Lecture 2. Pedagogy of higher education - the science of educating professionals and specialists**

**Lecture plan:**

1. Essence and content of vocational education.
2. The subject and tasks of higher education pedagogy. Its main categories.
3. The system of pedagogical sciences.

Education is a purposeful pedagogical process of organizing and stimulating active educational and cognitive activity of students in mastering scientific knowledge, skills and abilities, developing creative abilities, worldview and moral and aesthetic views and beliefs, general and professional competencies. The learning process is a purposeful, consistently changing interaction between a teacher and a student, during which the tasks of education, upbringing and general development are solved. Comprehensive, harmonious development of the personality presupposes the unity of its education, upbringing and general development. All these components of comprehensive development are understood in a narrow sense, that is, respectively, as the formation of knowledge, skills and abilities, the upbringing of personal qualities and the development of the mental sphere of the individual. In the system of vocational education, the pedagogical process is considered as a unity of theoretical and industrial training, the concept of theoretical, and industrial training are the main concepts in the system of vocational education.

Theoretical training is understood as a system of teaching general education, general professional and professional disciplines, as a result of which a generalized system of theoretical knowledge in the field of basic sciences is formed. Industrial training is understood as a process of mastering a system of polytechnical and professional knowledge, skills and skills, development and formation of professional competencies.

In the process of theoretical and industrial training, in an organic relationship, educational, cognitive and educational-industrial activities of students are carried out. This creates unlimited opportunities for improving the efficiency of training workers and specialists. The relationship between theoretical and industrial training is one of the main tasks in the training of workers and specialists of any skill level.

The subject of pedagogy is a holistic pedagogical process of directed development and formation of a personality in the conditions of its upbringing, training and education.

The task of higher education pedagogy:

* analysis of the socio-historical characteristics of the higher education system;
* analysis of the content, forms and methods of teaching, development and education of students in a higher educational institution;
* analysis of methods for monitoring and evaluating student progress based on a systematic approach;
* development of new technologies of training and education in a higher educational institution;
* disclosure of pedagogical patterns of formation of students as future specialists.

Categories of higher education pedagogy are divided into three types:

1. Methodological categories: pedagogical theory, pedagogical concept, pedagogical idea, pedagogical regularity, pedagogical principle.
2. Procedural categories (in general, they do not differ from their interpretation in general pedagogy): education, training, development, personality formation; educational process; educational and educational process.
3. Essential categories: goals, objectives and content of education, professiogram of a specialist (teacher), activities (teacher and student), differentiated and individual approaches, predicting the consequences of pedagogical influence, planning educational work, forms and methods and means of education and training, technologies of education and education , management of the educational process, independent work of students, research activities of students, humanization and humanitarization.

The system of pedagogical sciences includes:

* General pedagogy (study of the basic patterns of education).
* History of pedagogy (the study of the development of pedagogical ideas and education in the corresponding eras of history).
* Comparative Pedagogy (study of the patterns of functioning and development of educational and upbringing systems in different states by finding common and different).
* Age-related pedagogy (the study of the characteristics of a person’s upbringing in accordance with different age stages. If we consider the age characteristics, it is customary to distinguish several types of pedagogy (pre-preschool, preschool, secondary school, secondary specialized education, pedagogy of higher education, vocational and technical education, andragogy, then there is adult pedagogy).
* Special pedagogy or defectology (development of theoretical foundations, methods, principles, means and forms of education and upbringing of children and adults who have deviations in physical development. This direction can be divided into a number of branches: deaf pedagogy (issues of upbringing and education of deaf and dumb children and adults ), tiflopedagogy (study of the blind and visually impaired), oligophrenopedagogy (mentally retarded children), speech therapy (speech disorders).
* Methods of teaching disciplines (the content of specific particular patterns of teaching certain disciplines, including language, physics, mathematics, chemistry, history, etc.) Are able to accumulate technological tools that make it possible, through optimal methods and means, to assimilate the content of the chosen discipline, to master the experience of subject activity, assessments .
* Professional pedagogy (the study of patterns, the implementation of theoretical justification, the development of principles, technologies of upbringing and education). In accordance with the professional sphere, it is customary to distinguish several types of pedagogy, including industrial, military, engineering, medical, etc.

Pedagogical problems and difficulties in their study require an interdisciplinary approach, information from other human sciences. Together, this can provide the most complete knowledge of the studied.

**Lecture 3. Strategy for the development of higher education in the Republic of Kazakhstan.**

**Lecture plan:**

1. The Role of Higher Education in the Modern Era.
2. State policy in the field of higher education in the Republic of Kazakhstan.
3. The place of Karaganda State University in the educational space.

Higher education in the world is undergoing a natural series of structural and substantive transformations in order to strengthen the conformity of educational results changing requirements of society, economy and consumers of educational services.

The concept of "tendency" (from cf. century. lat. tendentia - directionality) means: 1) the direction of development of a phenomenon, thought, idea. 2) In art: a) an integral part of the artistic idea: the ideological and emotional orientation of the work ...

The tendency of development of any phenomenon, process, etc., following the researchers of the structure of scientific knowledge (A.N. Averyanov, V.L. Kopnin, V.S. Tyukhtin, etc.), we consider as a recognized objective pattern of change essential characteristics of a given phenomenon of the process, existing in the form of a “non-rigid” (probabilistic) causal relationship. This is a stable, necessary, essential relationship between phenomena and processes.

The problems of the development of education in the countries of the world are devoted to studies of different years by B.L. Wolfson, A.N. Dzhurinsky, Yu.N. Afanasiev, E.A. Betyaeva, L.V. Vedernikova, N.M. Voskresenskaya, V.K. Elmanova, M.V.Klarina, M.B. Kolchugina, V.P. Lapchinskaya, E.B. Lysova 3.A. Malkova, I.B. Martsinkovsky, N.D. Nikandrova, V.Ya. Pilipovsky, M.V. Popova, P. Scott, T.V. Furyaeva, T.F. Yarkina and many others. Studying the results of their research allows us to identify ten general patterns of development of higher education in the world.

* The first pattern is the strengthening of the mass character of higher professional education.
* The second pattern is the globalization of higher education.
* The third regularity is the strengthening of the openness and variability of education.
* The fourth pattern, which is pointed out by almost all researchers, is the diversification of higher education.
* The fifth pattern is the commercialization of higher education. Another name for this trend is the serving of higher education.
* The sixth pattern is the humanization of higher education and its humanitarization as an integral part.
* The seventh regularity is the intensification of the educational process.
* The eighth regularity is the increased flexibility of higher education.
* The ninth regularity is integrative tendencies in higher education.
* The tenth regularity is the individualization of higher education.

The state policy of Kazakhstan in the field of education after 1991 was carried out in the direction of reforming the legislative framework, the system of management and financing of education in the context of the task of qualitatively transforming the education system. The reform of higher education in the Republic has been most intensively carried out since 1995, according to researchers.

Reforming the system of higher education during the years of independence of Kazakhstan can be conditionally divided into the following stages;

1991-1994 - Formation of the legislative and regulatory framework for higher education.

1995-1998 - Modernization of the system of higher education, updating its content.

1999-2000 - Decentralization of management and financing of education, expansion of academic freedoms of educational organizations.

2001-2004 - Changes in the strategic development of the system of higher and secondary education.

2005-2010 - Search for optimal ways to adapt the higher education system to the conditions of a market economy based on the "Concept for the Development of the Education System of the Republic of Kazakhstan until 2015".

2011 to the present - a new stage, the formation of a national model of education based on innovative development, integrated into the global educational space and providing training for specialists who are competitive in the global labor market.

The reform of Kazakhstani education was carried out with the understanding that “a qualitative reform of education in the context of dynamic socio-economic changes in society can only be carried out if there is a detailed strategy that takes into account both the real situation that has developed in the field of education, growing trends and existing relations, and possible ways for the future development of society and the state. Such a strategy was to become the basis for the development of a flexible tactical program of action, constantly adapting to rapidly changing real conditions.

According to the results of the QS World University Ranking 2023, Karaganda University named after Academician E.A. Buketova took positions 801+. The British agency QS (Quacquarelli Symonds) has been ranking the universities of the world for more than 10 years. Every year, QS evaluates about 3,000 universities, choosing the best of them.

According to the results of the QS EECA 2022 ranking (of countries in developing Europe and Central Asia), Karaganda University named after E.A. Buketova took 127th place. The QS EECA ranking was first published in 2014.

According to the results of the National ranking of demand for universities in 2022, Karaganda University named after Academician E.A. Buketova took 4th position. The Independent Agency for Accreditation and Rating (IAAR) has been conducting the National University Demand Rating of the Republic of Kazakhstan since 2014.

According to the results of the National Ranking of the Leading Universities of Kazakhstan in 2022 by the Independent Agency for Quality Assurance in Education (IQAA), Karaganda University named after Academician E.A. Buketov took the 3rd position among the leading multidisciplinary universities in Kazakhstan and the 2nd position among the country's multidisciplinary regional universities.

According to the results of the rating of educational programs according to the NCE RK "Atameken" in 2021 Karaganda University named after E.A. Buketov entered the top ten universities in Kazakhstan. 16 educational programs of the university (33%) were in the top three. 19 university programs (39%) are in the first half of the list of the total number of those participating in the ranking.

According to the results of the Global Aggregate Ranking 2022 Karaganda University named after Academician E.A. Buketov entered the TOP 10% of the best universities in the world. The Global Aggregate Ranking is a classification of higher education institutions ranked by the 12 most authoritative global institutional rankings, including world rankings such as QS and THE, as well as by the indicators of the European database of accredited programs DEQAR. The 2022 global aggregate rating is based on the results of the ratings for 2021. This ranking includes 124 countries and 3382 universities.

**Lecture 4. Methodological foundations of higher education pedagogy. Apparatus for pedagogical research.**

**Lecture plan:**

1. Methodology of pedagogy of higher education.
2. Structure and logic of scientific and pedagogical research.
3. Methods of scientific and pedagogical research.
4. Research work of a student in the educational process.

Methodology (from the Greek methodos - the path of research or cognition, theory, teaching and logos - word, concept): 1) a system of principles and methods for organizing and constructing theoretical and practical activities; 2) the doctrine of the scientific method of cognition; 3) a set of methods used in any science.

The methodology of pedagogical science is the doctrine of the principles, methods, forms and processes of cognition and transformation of pedagogical reality.

The methodology of science characterizes the components of the study: the object and subject of analysis, research objectives, the totality of research methods and tools necessary for their solution, and also forms ideas about the stages, the sequence of movement in the process of solving research problems.

In science, the existence of a hierarchy of methodologies is recognized. There are four levels in the structure of methodological knowledge: philosophical, general scientific, concrete scientific and technological. All levels of methodology are in a certain subordination and form a complex system.

Structure is the arrangement of elements in a system. The structure of the system consists of elements, or components of the system, selected according to a certain criterion, as well as the links between them. Only knowing what is connected with what in a holistic pedagogical process, it is possible to solve the problem of improving the organization, management and quality of this process. Connections in the pedagogical system are not similar to connections in other dynamic systems. The result of the process is directly dependent on the interaction of the teacher, the technology used and the student.

The mutual activity of the teacher and the student in the pedagogical process is most fully reflected in the term “pedagogical interaction”, which includes in unity the pedagogical influence, its active perception, assimilation by the object, the student’s own activity, manifested in the impact on himself (self-education). In the course of pedagogical interaction, various connections between the subjects and objects of education are manifested. Especially common are information connections, which are manifested in the exchange of information between educators and students, organizational and activity connections. The links between management and self-government in the pedagogical process are of great importance. The success of the whole process largely depends on the correct ratio of them. In turn, management links are based on information, organizational-activity and other types of links. When analyzing pedagogical interaction, it is necessary to take into account causal relationships, identifying especially important ones among them. For example, identifying particularly important causes.

Like other sciences, pedagogy uses different groups of general scientific methods: general theoretical - analysis and synthesis, comparison, induction and deduction, abstraction and concretization, classification; sociological - questioning, interviewing, rating; socio-psychological - sociometry, testing, training; mathematical - ranking, scaling, correlation.

All research methods used in the course of pedagogical research can be conditionally divided into theoretical and empirical (practical). Theoretical methods include: comparative historical analysis, modeling, analysis of literature, archival materials and documents; analysis of the basic concepts of the study; causal analysis of the studied phenomena; forecasting. They are used to interpret, analyze and generalize theoretical positions and empirical data. Empirical methods include the collection and accumulation of data (observation, conversation, questioning, testing, interviewing, analysis of documents and products of activities, teachers' experience, etc.); assessment (self-assessment, rating, pedagogical council); control and measurement (scaling, cuts, tests): study of the pedagogical process and changed and accurately taken into account conditions (pedagogical experiment and experimental verification of research findings in a mass school environment): data processing (mathematical, statistical, graphical, tabular).

Theoretical methods:

- comparative historical analysis,

- modeling,

- literature analysis,

- analysis of archival materials and documents;

- analysis of the basic concepts of the study;

- causal analysis of the studied phenomena;

- forecasting.

Empirical methods:

- collection and accumulation of data (observation, conversation, questioning, testing, interviewing, analysis of documents and products of activities, experience of teachers, etc.); assessment (self-assessment, rating, pedagogical council);

- control and measurement (scaling, sections, tests);

- study of the pedagogical process and modified and accuratelythe conditions taken into account (pedagogical experiment and experimental verification of the findings of the study in the conditions of a mass school); data processing (mathematical, statistical, graphical, tabular).

Methodological principles of scientific and pedagogical research:

- objectivity and conditionality by certain conditions, factors, causes of pedagogical phenomena;

- a holistic approach to the study of pedagogical phenomena and processes;

- study of the phenomenon in its connections and interaction with other phenomena;

- study of the phenomenon in its development.

Research work is an activity of a scientific nature, which is associated with scientific research, research, experiments.

Tasks of organization and development of the research work system:

1. Education of the creative attitude of students to their specialty through research activities,

promoting the development of personal and professional qualities of future specialists.

2. Creation of conditions for the formation of a future specialist, including the education of high moral qualities.

3. Development of students' interest in research as a basis for creating new knowledge.

4. Development of student scientific communications.

5. Identification, training and support of capable and talented students.

6. Formation of motivation among students for a more in-depth and creative development of educational material through participation in research work.

7. Teaching students the methodology of independent solution of scientific problems, the skills of scientific knowledge and work in research teams, familiarization with the methods of organizing their activities.

8. Promote effective professional selection of the most capable students.

9. Assistance in improving the image of the educational institution.

**Lecture 5. Professional skills of a teacher of higher education.**

**Lecture plan:**

1. Professionalism of activity.
2. The structure of pedagogical activity.

It is considered necessary to analyze the features of the teaching profession, as well as the structure of pedagogical activity, in which the culture of the teacher's professional thinking is manifested.

According to N.V. Kuzmina, in order to qualitatively assess pedagogical activity, it is advisable to use such a criterion as professionalism: “Professionalism of activity is a qualitative characteristic of the subject of activity - a representative of this profession, which is determined by the degree of possession of modern content and modern means of solving professional problems, productive ways its implementation. The measure of this possession is different for different people - here we can talk about a high, medium or low level of professionalism in the activities of representatives of a particular profession.

It is also noted in the author's works that the professionalism of pedagogical activity consists of mastering the art of forming in the current composition of students the readiness for a productive solution of problems in the subsequent system by means of their subject (specialty) for the time allotted for the educational process.

The approach of N.V. Kuzmina to the allocation of two classes of the pedagogical profession is interesting: one specializing in the educational and general education of children; specializing in professional training.

According to the author, common to all is the possession of the art of forming the personality of a professional by means of his subject in the very field the goals of which the educational institution. Of course, such a division is conditional, since the professionalism of teachers who educate future workers, doctors, engineers, artists, and future teachers varies greatly among themselves. The common thing is the training of the future profession by means of one's specialty.

Since professional pedagogical activity is carried out in educational institutions that impose their own requirements on it, a sign of professionalism is the ability to satisfy these requirements.

The problem of pedagogical activity was given considerable attention in pedagogical science. In particular, this is reflected in the works of such psychologists and teachers as L.S. Vygotsky, V.I. Ginetsinsky, N.V. Kuzmina, A.K. Markov, L.M. Mitina, V.A. Slastenin and others. At the same time, the content and structure are considered through different terminology: through skills, qualities, components, functions, etc.

According to N.V. Kuzmina, pedagogical activity includes the following functional components: the gnostic component refers to the sphere of knowledge of the teacher, and not only the subject taught, but also the methods of teaching, the characteristics of the trainees, etc.; the design component is manifested in the presence of the teacher's ideas about the ultimate goals of training and education, ways to achieve them; the constructive component is the construction of one's own pedagogical activity and the activity of students in accordance with the immediate goals of the pedagogical process; the organizational component is expressed in the interaction of the teacher with the students; The communicative component is the ability of the teacher to organize both his own activities and the activities of the students.

V.I. Ginetsinsky defines the structure of pedagogical activity as a set of 4 functional components: presentation, intention, corrective and diagnosing. Presentation consists in presenting the training material to the trainees. Intensive is to arouse students' interest in mastering knowledge. The corrective one is aimed at correcting and comparing the results of activities by the trainees themselves. The diagnostic component provides feedback.

The structure of pedagogical activity is considered as a set of professional knowledge, skills, professional and pedagogical orientation of the teacher's personality.

In the structure of knowledge, there are: subject knowledge (special, pedagogical, psychological, methodological), knowledge of generalized methods for solving pedagogical problems (procedural) and methodological knowledge. The skills and abilities include: research, technological and practical. The professional and pedagogical orientation consists of: setting a positive attitude towards the student as a partner in interpersonal and pedagogical communication, professional motives and interests, professionally significant personality qualities.

Thus, according to scientists dealing with this issue, the structure of a teacher's professional activity is a complex system consisting of several components.

Table 1 - The structure of pedagogical activity

|  |  |  |
| --- | --- | --- |
| Components | Pedagogical activities | Professionally  important qualities |
| Gnostic | - formation of pedagogical goals;  - diagnostics of features and level of students' learning;  - choice of the content of educational material;  - choice of forms, methods, teaching aids;  - designing their actions and the actions of students. | - scientific professional knowledge;  - psychological, pedagogical and methodological knowledge;  - practical knowledge of methods of teaching and educational influences. |
| Organizational | - establishing discipline, working environment in the classroom;  - stimulating the activity of students;  - organization of their activities for the presentation of educational material;  - organization of their behavior in real conditions;  - organization of students' activities;  - organization of results control. | - observation, understanding the mental state of people, the mood of the team as a whole;  - quick orientation in the environment, flexibility of behavior;  - accessible, logically consistent, emotionally explain the material;  - culture of speech, erudition;  - expressive abilities.  - manage yourself, mood;  - the ability to control your body, voice, facial expressions, gestures;  - organizational skills;  - the ability to get an exceptional assessment of reducing the borrowing of material. |
| Communicative | - establishing proper relationships with students;  - implementation of educational work. | - the need for communication;  - pedagogical tact;  - pedagogical improvisation, the ability to apply various means of psychological influence;  - democratic style of communication and leadership. |
| Reflective | - analysis of the results of training, education;  - identification of deviations of the results from the set goals;  - analysis of the reasons for these deviations;  - designing measures to eliminate these causes;  - creative search for new methods of teaching and education. | - a critical assessment of the merits of the shortcomings of one's personality, one's activities;  - self-education, the study of new methods of teaching, education;  - creative approach to pedagogical activity. |

**Lecture 6. Theory of learning in higher education.**

**Lecture plan:**

1. Didactics as a science of learning and the content of education.
2. The subject and tasks of didactics as a science of learning and the content of education.

The term "didactics" has its origins in the Greek language, in which didaktikos means "teaching, pertaining to learning", didasko - "studying". This concept was introduced into the pedagogical arsenal by the famous German scientist Ratke (Ratihiy) (1571-1635), who considered didactics as the art of teaching, i.e. kind of practical skill. The interpretation of this category has changed in different historical periods.

In modern pedagogy of Kazakhstan, the following general concept is given: didactics is an integral part of pedagogy, revealing the tasks and content of teaching children and adults, describing the process of mastering knowledge, skills and abilities, characterizing the principles, methods and forms of organizing training, developing problems of training and education.

Didactics as a special pedagogical method of theoretical understanding of the world is a scientific area of pedagogy that studies the principles, values, patterns of functioning and development of the education and training process. The object of study of didactics as a science is the relationship between the actual process of education and learning as phenomena of an objective pedagogical reality, where learning acts as an educational tool.

The question of the development of didactics is a complex one. The difficulty lies in isolating the subject of this science, what constitutes the main subject of scientific research. For a long time it was believed that the subject of didactics was the mental activity of schoolchildren. However, with the development of psychology, it became clear that both psychology and epistemology, that branch of philosophy that studies questions of cognition, deal with issues of mental activity. Hence, it is not the subject of didactics. (Korkina V.I.)

For a long time, scientists have tried to solve this issue by comparing cognition as such and the educational work of the student. At first glance, it may seem that these are different, little interconnected processes. The task of cognition is the discovery of new facts and laws of development of the objective world. The task of education is to equip people with the knowledge and experience that are discovered in the process of cognition. There are internal, deep connections between cognition and learning: cognition is primary in relation to learning. Education has its content of knowledge, which is the result, the product of knowledge. But this secondary is objectively conditioned. In order for knowledge as a result of cognition to be used by society, applied in life, it must be assimilated by members of society, i.e. become the content of learning. Only under this condition is the further development of knowledge and science possible.

Didactics as a science studies the regularities that operate in the field of its subject, analyzes the dependencies that determine the course and results of the learning process, determines the methods, organizational forms and means that ensure the implementation of the planned goals and objectives. As a result, it performs two main functions:

1) theoretical (diagnostic and prognostic);

2) practical (normative, instrumental).

The subject of didactics is the discovery and study of the patterns of the learning process, and its object is the learning process itself.

Didactics uses philosophical, general scientific and particular scientific concepts (according to Khmel N.D.).

According to the width of coverage of the studied reality, general and particular didactics are distinguished.

“The subject of research in general didactics is the process of teaching and learning, together with the factors that give rise to it, the conditions in which it takes place, as well as the results to which it leads.”

Private (concrete) didactics are called teaching methods. They study the patterns of the process, the content, forms and methods of teaching various subjects. Each subject has its own methodology.

The main tasks of didactics:

1) development of problems - what to teach, how to teach, whom to teach;

2) to study the patterns of educational and cognitive activity of students and ways to activate it in the learning process;

3) organization of cognitive activity to master scientific knowledge and skills;

4) to develop cognitive mental processes and creative abilities in students;

5) develop more advanced organization of the learning process, introduce new learning technologies in learning.

Didactics performs the following functions:

1) training - the transfer of a system of knowledge, skills and abilities at each age stage of personality development;

2) developing - the formation and development of the mental qualities of the individual, their change;

3) educational - the connection between knowledge and attitudes to the outside world, to oneself and other people.

**Lecture 7. Driving forces and principles of the learning process in higher education.**

**Lecture plan:**

1. Didactic principles.
2. The principle of education and comprehensive development.
3. The principle of science.
4. The principle of visibility.
5. The principle of systematic training.

The term principle (from Latin principium - beginning, foundation), currently denotes the basis from which one must proceed and which must be guided in various fields of activity Didactic principles reflect the objective laws of the learning process, are determined by the goals of education, have a historical and dialectical character, according to are manifested and used in different ways in specific historical conditions.

Rules must be distinguished from principles.

A rule is a description of pedagogical activity based on general principles in certain conditions to achieve a specific goal.

For the first time in the history of pedagogical thought, Jan Amos Comenius developed a system of teaching principles. He called the principles the foundations on which the entire educational process should be built.

The system of teaching principles in modern didactics is revealed through the most significant foundations: the goals of learning, the laws of the learning process, the conditions for the flow of the learning process, the interaction between the teacher and students in the learning process. At the same time, the nomenclature of principles is determined by different authors of textbooks and manuals at their discretion.

The principle of education and all-round development in the learning process expresses the need to create conditions for the educational influence of science as the social experience of mankind on the development of the personality of each student. It focuses on such a setting of education that would contribute to the formation of the foundations of a dialectical materialistic worldview, morality, the development of thinking, will, character, spiritual needs, and abilities of students.

The principle of scientific education reveals the place of scientific knowledge in the educational process and activities. Educational material should contribute to the assimilation of scientific knowledge - laws, concepts, formulas, theorems, etc. They are of paramount importance in mental development and make it possible to assimilate the scientific content of the subject, and in the future to master science and actively participate in work.

The principle of visualization requires in the process of learning to organize a reliance on sensations as a direct connection of consciousness with the outside world. The construction of the educational process based on specific images, representations ensures the accumulation of empirical knowledge necessary for further theoretical understanding, scientific conclusions, ensures the enrichment of sensory visual experience, without which it is impossible to fully master the concepts of students.

The principle of systematic training.

The principle of accessibility of education means that the assimilation of knowledge, the formation of skills and abilities should be associated with the level of development of students, with their personal experience, with the knowledge, skills and abilities that the student already owns.

The principle of consciousness and activity.

The principle of learning strength.

The principle of an individual approach to students is to study and take into account in the educational process the individual characteristics of each student in order to maximize the development of positive and overcome negative individual characteristics that are contrary to the requirements of society, and on this basis to ensure the comprehensive development of the individual.

The principle of the collective nature of learning expresses the need to educate the class as a team, to create conditions for the active organization of the work of all students, but remember about the individual way of mastering knowledge by each student.

The learning process is a set of consistent actions of the teacher and the students led by him, aimed at the conscious and lasting assimilation of the knowledge system, during which the development of cognitive forces, mastering the elements of the culture of mental and physical labor is carried out. Education at a modern university is aimed at preparing young professionals for active participation in society.

It is often believed that the movement of the educational process is entirely determined by the teacher, his explanations, instructions, questions. Uncovering the real driving forces behind the learning process is a complex task, due to the many and varied factors involved in such a multifaceted, fluid, and controversial process. Not everything that is taught is learned by students, and the teacher is not always able to arouse in them a desire to learn. It has been noticed that the more the teacher “teaches” his students and the less he gives them the opportunity to independently acquire knowledge, think and act, the less energetic and fruitful the learning process becomes. And vice versa, the learning process, in which, in close connection with the teacher's explanations, a lively, active cognitive activity of students is carried out, it turns out to be effective in relation to the assimilation of knowledge and the mental development of students. Thus, organized learning does not stand still, but constantly develops, acquiring the internal forces of its movement.

**Lecture 8. The content of higher education.**

**Lecture plan:**

1. General concept of the content of education.
2. Documents defining the system and content of education.

In modern Kazakhstan, a new education system is being formed, focused on the global educational space. This process is accompanied by significant changes in pedagogical theory and practice.

The question of what to teach is invariably relevant at all times, regardless of the structure of society. It will stand as long as society needs qualified people. This is due to the fact that the content of education includes all types of experience (innate, lifetime, social), thanks to the assimilation of which a person is able to participate in the life of human society. Consequently, the determining influence on the content of education in all historical epochs was exerted by the requirements of production and, related to them, the state of science, the needs and interests of the ruling class.

The modern theoretical concept of the content of education in the Republic of Kazakhstan defines the social essence, expressed in the requirement of society not only for knowledge, skills and abilities, but also for the personal qualities of the younger generation. The social order of our society is to familiarize the broad masses of the population with the achievements of science, cultural values, in the formation of a comprehensively developed personality, in the preparation of conscious, highly educated people capable of active work in new conditions.

The main social function of education is the transfer of experience, accumulated by previous generations of people.

An analysis of culture from a pedagogical point of view showed that culture is a combination of the results of material and spiritual activities developed by mankind, which can be assimilated by a person and become its property.

The content of education should be understood as:

1. The system of knowledge about nature, society, thinking, technology, methods of activity, the assimilation of which ensures the formation in the minds of students of a correct dialectical materialistic picture of the world, equips with the correct methodological approach to cognitive and practical activities;
2. A system of general intellectual and practical skills that make up the content of experience that ensures the ability to preserve the social culture of the people;
3. The experience of creative, search activity, accumulated by mankind in the process of development, which allows solving new problems. It requires the independent implementation of previously acquired knowledge and skills in new situations, the formation of new ways of activity on the basis of already known ones. This kind of social experience ensures the development of abilities for the further development of culture;
4. The experience of a value attitude to objects or means of human activity, a system of norms of attitude to the world, to each other, which is the basis of beliefs and ideals.

Assimilation by schoolchildren of the listed elements of social experience is aimed at transforming it into personal experience. The main, initial source of formation of the content of education is culture, or social experience. Assimilation of the content of education by a schoolchild occurs in the process of learning and teaching itself. Therefore, the next source of the content of education is learning and teaching.

The main trends in world development in the education system are:

- accelerating the pace of development of society;

- transition to a post-industrial, information society, expansion of the scale of intercultural interaction;

- the emergence and growth of global problems that can be solved as a result of international cooperation;

- democratization of society;

- dynamic development of the economy, increased competition;

- the growth of the value of human capital.

Education is recognized as one of the most important priorities of the long-term Strategy "Kazakhstan 2050". The overall goal of educational reforms in Kazakhstan is to adapt the education system to the new socio-economic environment. The President of Kazakhstan also set the task of joining the republic among the 30 most competitive countries in the world. Improving the education system plays an important role in achieving this goal.

The organizational basis for the implementation of the state policy of the Republic of Kazakhstan in the field of education is the State Program for the Development of Education of the Republic of Kazakhstan, which ensures the state policy and modernization of Kazakhstani education.

The program is a complex of interrelated events in terms of resources and timing, covering changes in the structure, content and technologies of education and upbringing, the management system, organizational and legal forms of subjects of educational activity and financial and economic mechanisms.

The main document defining both the system and the content of education in the Republic of Kazakhstan is the Law on Education. One of the modern trends in the development of the content of education is its standardization. This need is associated with ensuring a unified level of general education and is due to the entry of the Republic of Kazakhstan into the global educational space.

An educational standard is a mandatory level of requirements for the general education of graduates and the content, methods, forms, means of training and control corresponding to these requirements.

On the basis of the standard, the content of education is presented in curricula and curricula - normative documents that guide the activities of the school.

Curriculum of a comprehensive school. The basic curriculum of the secondary school. Regional basic curriculum. The working curriculum of the school. Training program. The concretization of the content of curricula is reflected in textbooks and teaching aids. They are the main source of knowledge and organization of independent work of students and one of the most important means of learning.

**Lecture 9. Traditional methods and types of education in higher education**

**Lecture plan:**

1. Method as a component of the educational process of the university.
2. Different approaches to the classification of teaching methods in modern didactics.
3. Characteristics of teaching methods.
4. Conditions for choosing teaching methods at the university and requirements for them.

The problem of teaching methods is the most important problem of didactics. Etymology of the word "method". The definition of this concept by various scientists-teachers (Kharlamov I.F., BabanskyYu.K., Ilyina T.A., etc.)

Reflecting on the problem of teaching methods in his book “The Choice of Teaching Methods in Secondary School”, Babansky said: “The more aspects the teacher justified the choice of a system of teaching methods (in perceptual, epistemological, logical, motivational, control-adjusting, etc.), the higher and more durable educational results he achieves in the learning process for the same time allotted for the study of the relevant topic.

Classifications of teaching methods:

There is no consensus in didactics on this issue. Therefore, there are several types of classification of teaching methods. For example, at first they tried to classify methods in terms of learning activities. According to her, they are divided into two groups.

1. Method of ready knowledge. In this case, students perceive, memorize and comprehend the information transmitted by the teacher.

2. Research method. It is aimed at independent study of the material and the acquisition of knowledge.

At that time, much attention was paid to the research method. It was considered universal and opposed to all other teaching methods. Ultimately, this classification was abandoned. An attempt to classify the methods was also made by the Georgian researcher D.O. Lorkipanidze. In his opinion, the methods can be divided into verbal, verbal, work with a book, writing and educational practical exercises. They corresponded to such sources as books, textbooks, teachers' words, students' practical activities, observations, and research.

Some scientists, according to the sources of knowledge, divide the methods into three categories:

1) verbal;

2) visual;

3) practical.

The developers of this classification were E.I. Golant, S.G. Shapovalenko, N.M. Verzilin. Due to the fact that the classification was simple and accessible, it has become quite widespread. However, it has not received general recognition. One of those who did not agree with this classification was R. G. Lemberg. He motivated his disagreement by the fact that the word and speech are not a source of knowledge. In his opinion, the primary component in cognitive activity is the image. In turn, practice is not only a source of knowledge, but also a criterion of truth. Lemberg's remarks on the issue that in the proposed classification of a group of researchers (Golant, Shapovalenko, Verzilin) ​​there are no clear boundaries for attributing methods to another group are justified.

There is also a classification of teaching methods according to didactic tasks. The result is the following:

1. Learning task - the acquisition of knowledge by students:

a) preparing students to listen to the teacher's explanation. Methods: preliminary observations, preliminary reading of the material;

b) presentation of knowledge by the teacher. Methods: explanation, story, conversation, lecture, demonstration of teaching aids, visual objects, experiments;

c) thinking about the topic presented by the teacher and putting it into practice. Method: study of book and educational material",

d) acquisition of knowledge by students without prior explanation by the teacher. Methods: work with books, textbooks, practical experiments.

2. The educational task is the formation of students' skills and abilities. Method: doing exercises.

3. The learning task is the application of knowledge by students in practice. Method: drawing up and solving problems, conducting laboratory and creative work.

4. The educational task is to consolidate the acquired knowledge and skills in practice. Methods: reading the training material, repeating some practical work and doing exercises, conducting conversations. Concluding conversations on previously studied material.

5. Learning task - testing knowledge and skills in practice. Methods: oral questioning of the studied material, current testing of knowledge through observation. Performance of written and practical tests.

Despite its detail, this classification is also not ideal. The fact is that it cannot be clearly systematized, since some methods are used to solve different problems.

At present, based on the study of pedagogical practice and the generalization of pedagogical experience, rules for the selection of teaching methods have been developed. The choice of teaching methods depends on:

1. From the set general educational goal, which includes the goals of teaching, educating and developing students.

2. From the basic principles of modern didactics.

3. From the features of teaching (content, methods, means, etc.) of a particular academic discipline, topic or section.

4. From the methodological features of teaching each academic discipline, which are determined by the specific requirements for the selection of methods and teaching aids.

5. From the goal of the lesson set by the teacher, the tasks for achieving it, as well as the content and content of this lesson.

6. From the amount of time allotted by the curriculum for the study of a particular academic discipline, section or topic.

7. From the age, physical and psychological capabilities of students, as well as their individual characteristics.

8. From the initial level of preparedness of students, which includes such criteria as education, upbringing and general development.

9. From the material, technical and methodological equipment of the educational institution (the availability of the necessary educational and methodological literature, visual aids, equipment, etc.).

10. From the level of professional readiness and skill of the teacher, his methodological skills and abilities, as well as a number of personal characteristics.

Relying on these rules for the selection of teaching methods guarantees the organization of an effective educational process.

**Lecture 10. Active methods and types of training in the training of future specialists**

**Lecture plan:**

1. Business games.
2. Sensitivity training.
3. Specific situations.
4. Incident method.

The meaning of the phenomenon of a business game in a generalized form is recorded in psychological dictionaries, for example: “A business game is a form of recreating the subject and social content of professional activity, modeling the systems of relations characteristic of this type of practice.

It is necessary to add to this definition that, being a means of modeling various conditions of professional activity, aspects of human activity and social interaction, a business game acts both as a “method of finding new ways of its (activity – T.K.) implementation”, and “a method of effective learning, because it removes the contradictions between the abstract nature of the subject and the real nature of professional activity.

The educational function of a business game is very significant, since "a business game allows you to set the subject and social contexts of future professional activity in training and thereby simulate more adequate conditions for the formation of a specialist's personality compared to traditional training."

In a business game, “learning of participants occurs in the process of joint activity. At the same time, everyone solves his own separate task in accordance with his role and function. Communication in a business game is not just communication in the process of joint assimilation of knowledge, but first of all, communication that imitates, reproduces the communication of people in the process of a real activity being studied. A business game is not just a joint learning, it is a learning of joint activities, skills and abilities of cooperation.

Types of business games:

1. By the time of the event:

- no time limit;

- with a time limit;

- real-time games

- games where time is compressed.

2. According to the performance evaluation:

- point or other assessment of the activity of a player or team;

- there is no assessment of who worked how.

3. According to the final result:

- tough games - the answer is known in advance (for example, a network diagram), there are strict rules;

- free, open games - there is no known answer in advance, the rules are invented for each game, the participants work on solving an unstructured problem.

4. By end goal:

- training - aimed at the emergence of new knowledge and strengthening the skills of participants;

- ascertaining - competitions of professional skills;

- search - aimed at identifying problems and finding ways to solve them.

5. According to the methodology of conducting:

- hole games

- role-playing games

- group discussions

- imitation

- organizational and activity games

- innovative games

- ensemble games

Sensitive training is a type of group teaching methods based on the training of interpersonal sensitivity in the process of social interaction.

Sensitive training is the training of interpersonal sensitivity and perception of oneself as a psychophysical unity.

A distinctive feature of this method is the desire for maximum independence of the participants. The main role of the leader is to be a catalyst for interaction processes in the group. The main means of stimulating group interaction here is the phenomenon of lack of structure. The method is based on the actualization of feelings and emotions, not intellect; on the exchange of participants with feedback - information about how they are perceived by others, which allows you to adjust your behavior in interpersonal situations, change established stereotypes of perception, and so on. The main goal of sensitive training, therefore, is to develop and improve the individual's ability to understand himself and others. Most people solve this problem rationalistically, a minority empirically. Between these epistemological poles are all individual strategies. The extreme rationalist acts as if his subjective impressions are knowledge of a higher order than empirical facts. Rationalist understanding is emotional, subjective, and presumptuous. The empiricist, on the other hand, believes only in what one can see, hear, and touch. It is characterized by the belittling of rational knowledge and the absolutization of sensory experience.

In the sensitive training group, the participant corrects his subjective views, develops the following components of sensitivity:

1) observational sensitivity - the ability to perceive the entire set of verbal and non-verbal signals coming from others (including the skill of self-observation);

2) theoretical sensitivity - the ability to choose and accept theories for a more accurate understanding and prediction of the feelings, thoughts and actions of other people;

3) nomothetic sensitivity - the ability to understand the typical representatives of a particular social group, using this knowledge to predict the behavior of other representatives of this group;

4) ideographic sensitivity - the ability to understand the originality and originality of each person.

The pedagogical situation method assumes that the teacher is able to build open interaction with students, focuses not on the usual schemes, but on the process itself.

Working with the situation allows the teacher to observe and analyze the values and meanings that are significant for children in the present, their interests and inclinations, manifested in direct interaction with each other, their skills and abilities.

When working with a situation, the teacher often relies on his own intuition and reflection. Reflection creates conditions in which it is possible to more clearly show the situation, to bring it out of emotional immersion to the level of awareness and understanding of cause-and-effect relationships.

The incident method differs in that the students themselves search for information, because instead of a detailed description of the situation, they receive only a brief message about an incident that occurred in an organization.

The main purpose of this method is to develop or improve the skills of students to make professional decisions in conditions of insufficient information, as well as to rationally collect and skillfully use the information received, necessary for making a decision.

It is important to remember that in order to make the necessary informed decision, students should first of all:

- understand the situation;

- determine if there is a problem and what is its essence;

- to think in connection with this, what needs to be done;

- find out what you need to know to make a decision.