

методические рекомендации, указать литературу. И здесь нельзя пренебрегать двумя принципами дидактики: посильности и обучения на высоком уровне трудности.

Эмоциональное состояние студента в значительной степени определяет умственную и физическую работоспособность. Высокий эмоциональный тонус аудитории и его включенность в учебный процесс обеспечивают реализацию на раскрытие резервов личности студента. Если нет психологического комфорта на занятии, то парализуются и другие стимулы к учебно–познавательной деятельности. Главная ценность отношений между педагогом и студентами – их сотрудничество, которое предполагает совместный поиск, совместный анализ успехов и просчетов. В этом случае студент превращается в инициативного партнера.

Психологический подход к организации процесса обучения и выбору его методов позволяет не только повысить успеваемость, но и избежать стрессовых ситуаций.

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КӘСІПТІК БІЛІМ БЕРУДЕГІ ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАР МЕН ӘДІСТЕР

Н.Е. Жақсылықова

Бұл мақалада автор кәсіби білім берудегі инновациялық технологияларды және оқыту әдістерді қарастырады, осы проблемалардың шешімін автор болашақ мамандарды оқытудың мазмұны мен технологиялардың байланысында көреді.

INNOVATIONS TECHNOLOGIES AND METHODS OF THE EDUCATION IN VOCATIONAL TRAINING

N. Zhaxylykova

In article author considers innovations technologies and methods of the education in vocational trainings, decision of these problems author sees depending on contentses and technologies of the education future specialist.

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INTEGRATION INTO INTERNATIONAL EUROPEAN EDUCATIONAL COMMUNITY. CASE STUDY: KAZAKH NATIONAL AGRARIAN UNIVERSITY

Abstract

The paper present first a general approach regarding the applying of Bologna Process into Kazakh academic educational system. Some issues like ensuring competitiveness, appeal, profitability of the educational system were analyses in the light of Kazakh economic

environment. Different culture is another important subject involved in the process of applying a successful Bologna system. This new requirement means new effort for adapting curricula, study programs and teaching methods to the specificity of Kazakh people.

In the second part of the paper it is present the situation of the first Agrarian University in Kazakhstan, in his effort toward integration into international community. Till present, KAZNAU has a total number of 55 agreement signed (26 in the year 2011). Subject of this Agreement is to establish partnership relations between the Parties through various forms of cooperation in training degreed specialists, development of joint scientific and research activities and academic mobility, as well as through rendering mutual assistance in improvement of the educational and scientific processes.

The effort of integration is continuously increasing since in the State Programmer in High Education of the Republic of Kazakhstan for 2011-2015 years has given more attention for developing of International Academic Mobility of students and teachers.

Keywords: integration, Kazakhstan, agrarian, university, bologna.

Introduction

The integration processes taking place in the world community in all spheres of human activity, also touched on higher education. In this period, formed a unified global educational space, which is expressed primarily in the harmonization of educational standards, approaches, curriculum specialties from around the world. Public education area involves the growth of student mobility and cooperation of university teachers from different countries, which are expected to contribute to the citizens of success in their chosen profession, improving the employability of university graduates, improve the status of these countries in the field of education.

The Bologna Process is the creation of the European Higher Education Area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe, in particular under the Lisbon Recognition Convention. It is named after the place it was proposed, the University of Bologna, with the signing in 1999 of the Bologna declaration by Education Ministers from 29 European countries.

Europe is increasingly feels like a single entity: create a common economic space, open borders, single currency was introduced, forming a pan-European labor market. Under these conditions, diversity of higher education systems, lack of comparability of qualification, of course, hinder the mobility of skilled labor.

Well educated workers can only be obtained by system of higher education. Giving higher education is means to prepare young people for future work rather difficult. In this work, obtained upon completion of education, must satisfy both the employer and employee

Work is progressing well, and interaction between all parties feel a sense of satisfaction, if young workers are often creative attitude and commitment if they are ambitious and, moreover, show team spirit. These qualities are very important. They must possess anyone. But they cannot be ordered or ordered invested in a young man. They need to be developed in the learning process should be developed the good that exists in embryonic form in every person. In essence, it is – the issue is not education, and education, the question of forming a coherent identity.

But that's not enough. For the success of work and satisfaction of the employer and employee's young people starting to work, must have full information on all, including the latest developments in their field and have a sufficiently deep knowledge of the basic sciences, knowing all that apply to the case. This approach is traditional for the academic community. The problem is formulated very clear: to teach young people to use the entire arsenal of modern scientific methods to achieve the desired results in a specific area, it is easy to adapt with the changing conditions. We solve this problem, maybe only on the basis of strong fundamental

education. Laser technology, biotechnology, information technology, advanced materials technology show – that in order to become in our time, say, a good engineer, you need to get a good fundamental education. Learn the basic sciences should be closely side by side with their own basic research.

The task is formulated extremely clearly: to teach young people to apply all arsenals of modern scientific methods to achievement of demanded results in concrete area, easily adapting thus for changing conditions.

This task, maybe, only on the basis of strong fundamental education is solved. Laser technologies, biotechnologies, information technologies, technologies of modern materials show, that presently to become, say, the good engineer, it is necessary to get good fundamental education. Training to fundamental sciences should adjoin to own basic researches closely.

By all it is realized that the economy should be guided by the person, on his development, the economy increasingly should have innovative character, being gradually transformed to economy of knowledge, and the main weapon in achievement of competitiveness, economic wellbeing appear science and education.

Approaches regarding applying successful Bologna process in non European system

The Kazakhstan is the 47th countries have signed the Bologna Declaration. A successful applying Bologna process should take in consideration the difference between economical and cultural systems.

Changes in the world economy, the adaptations which have generated the requirement to the concrete economic environment, aggravated them as educational level of the population in modern conditions becomes the major strategic resource. Naturally therefore that huge value is given to carrying out the deep and multilane measures providing increase of a qualitative education level

It is accepted to consider one more aspect of education in the conditions of market economy – competitiveness.

Main objectives of Bologna Process are accurately defined. These ensure competitiveness, appeal, and profitability of the European education. What really it is means these?

First, the European education system should be competitive in relation to American, differently to the European economy not sustain the competition to economy of the USA now everything solves an education level and sciences.

Secondly the European education should be attractive and respectively involve to Europe as much as possible talented youth.

To get good work, the young man should show full and live knowledge of that as becomes right now in the area of human activity chosen by it. To hold this workplace in five years after the university termination, it should be fundamentally educated on this base to be able to construct a new building of new concrete knowledge according to new requirements of day. That through ten – fifteen – twenty years to become the leader, the head not on a length of service and in a form, and as a matter of fact, the graduate of university should be fundamentally educated in humanitarian field, in the field of sciences about the person, sciences social to that Bologna Process follows.

One of important provisions of Bologna Process is orientation of higher educational institutions to the end result: knowledge of graduates should be applicable and used on advantage, both the people of the country, and other countries of Europe. «The open European space of the higher education bears in itself an uncountable set of prospects, undoubtedly, respecting our variety, but constant efforts demanding, on the other hand, on removal of obstacles and creation of conditions for training and the doctrine which will strengthen mobility and will strengthen cooperation».

The academic mobility is possibility for students (first of all), teachers, the administrative and managerial personnel of higher education institutions to “move” from one higher education institution to another for the purpose of an exchange of experience, receiving those possibilities which are for some reason or other inaccessible in “the” higher education institution, overcoming of national isolation and acquisition of the all European prospect. According to recommendations of the Bologna declaration, it is desirable for each student to carry out a semester in some other higher education institution, preferably foreign «both at the first level of the higher education, and on the second, students it is necessary to encourage, carry out, at least, one semester at universities outside of the country. At the same time more and more teachers and researchers should work in the European countries, besides own». The program of mobility is developed for accurately certain period of time and provides obligatory return. Value of such contacts and exchanges is difficult for overestimating, especially in the conditions of small availability of modern literature; it is frequent – limitations and obsolete of laboratory base.

All actions, all reforms within Bologna Process are directed, naturally, on creation of optimum conditions for the best preparation of students. As the student should be not only object, but also the subject of educational process, absolutely clearly that without of students activity no reforms can be rather effective. Students should understand clearly tasks and proposal of Bologna Process; their voice should be audible at adoption of these or those decisions. The tools, allowing considering the point of view of students at solution of those or problems of higher education, are diverse. It and representation of students in academic councils of higher education institutions, and systematic questioning of students for the purpose of clarification of their satisfaction/dissatisfaction by teaching, and assistance of administration of higher education institutions in the organization and functioning of bodies of student’s self-government.

The academic mobility is possibility to form the educational trajectory. Differently, within educational standards is very important to choose subjects, courses, and educational institutions according to the tendencies and aspirations.

The academic mobility of students are important for personal and professional development process as each his participant faces need of the solution of life experiences and their simultaneous analysis from a position of own and “another’s” culture. It automatically and often subconsciously develops in it certain qualities: ability to choose an interaction way with world around; ability to think in comparative aspect; ability to intercultural communication; ability to recognize insufficiency of knowledge, i.e. knowledge of a lack of knowledge which defines motivation to study; ability to change self-perception; ability to consider the country in cross cultural aspect; knowledge of other cultures studied from within, etc.

The main goal of mobility is to give the chance to the student to get all-round “European” education in the chosen direction of preparation, to provide to it access to the recognized centers of knowledge where leading schools of sciences were traditionally formed, to expand knowledge of the student of all areas of the European culture, to impart to it feeling of the citizen of Europe. The Prague communiqué of Ministers of Education (2001) notes that mobility will allow her participants «to use riches of the European space of the higher education, including democratic values, a variety of cultures and languages, a variety of systems of the higher education».

Important question is language of academic mobility. The Bologna Declaration thinks much of preservation of languages and cultures of the continent, however the need for common language of the European education puts forward English on this role. Training is carried out in English more often, however is constantly emphasized that studying by the student of language of the host country for what the accepting university is urged to organize an intensive language course is encouraged. The main reason for development of the academic mobility of students is support from programs: ERASMUS, TEMPUS.

From the post war Europe divided by borders, frontier checkups, the non convertibility of money – i.e., a Europe deprived of mobility in a landscape still scarred by earlier bombings – to

a Union now encompassing 400 million people from Greece to Britain, from Finland to Portugal, some fifty years have passed. The universities, in their own development, have embodied most of the changes, sometimes ahead of general development, sometimes after. They suffered from the

East/West divide, tried to bridge the political gap, became full partners of academic mobility, through ERASMUS, one of the most successful programmers' in the field and a preview of an open Europe, they joined in the re-engineering of wider Europe, coping with its blunders, in Yugoslavia, or its breakthroughs, the TEMPUS program. They are now invited to invent the open Europe of the mind that will shape the society of knowledge which the region is hoping to develop

through the Bologna process. From the periphery of the European integration movement, universities have now moved to the core. The challenge of adaptation has never been bigger.

Study Case: Kazakh National Agrarian University

In 2011 KazNAU has been continued partnership with foreign Universities and was signed 26 new Agreement Cooperation from 17th countries

Subject of this Agreement is to establish partnership relations between the Parties through various forms of cooperation in training degreed specialists, development of joint scientific and research activities and academic mobility, as well as through rendering mutual assistance in improvement of the educational and scientific processes.

KazNAU successfully continue to collaboration with North Dakota State University (USA), China Agricultural University , Agrarian University of Plovdiv (Bulgaria), Warsaw University of Life Sciences (Poland), Szent Istvan University (Hungary), Latvia University of Agriculture, University of Eastern Finland, etc.

Academic mobility refers to students and teachers in higher education moving to another institution inside or outside their own country to study or teach for a limited time.

In the State Programmer in High Education of the Republic of Kazakhstan for 2011-2015 years has given more attention for developing of International Academic Mobility of students and teachers.

According to above Programmer Kazakh National Agrarian University has opportunity to invite European Universities staff lecturers from to teach BSc, MSc, PhD students.

From last year according to Bologna Process Kazakh National Agrarian University invited 45 lecturers from leading European Universities all expenses has covered by KazNAU. Lecturers conducting lectures, lab work with taking exam and grading in student's record book and practical seminars is foreseen. KazNAU participates in a number of significant international Academic Mobility and Students Exchange Programmers which allow us to exchange students, researchers and academic staff with many foreign universities even if there are no direct bilateral agreements between these universities and KAZNAU, 117 students has been educated in partnership European Universities on academic mobility.

Important question is the language of academic mobility. The Bologna Declaration thinks much of preservation of languages and cultures of the continent, however the need for common language of the European education puts forward English on this role. Training is carried out in English more often, however is constantly emphasized that studying by the student of language of the host country for what the accepting university is urged to organize an intensive language course is encouraged.

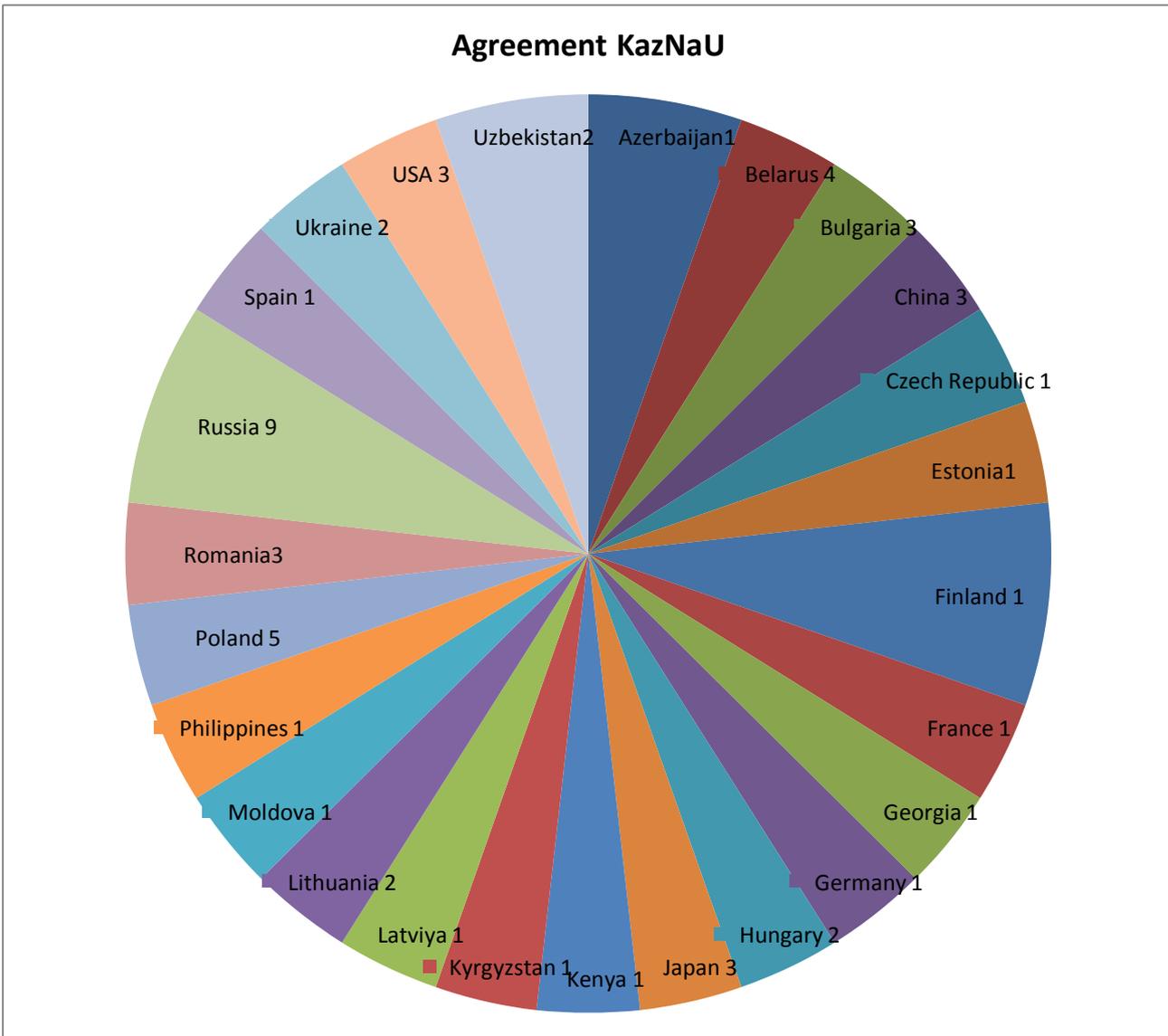


Figure 1. Number of collaboration agreement signed between Kazakh National Agrarian University and other universities from abroad

Many countries signed bilateral and multilateral contracts with KAZNAU. In figure 1 it is presented the number of collaboration agreement signed between Kazakh National Agrarian University and other universities from abroad. KAZNAU has collaboration agreements signed with the following countries: Germany 1, Hungary 2, Bulgaria 3, Poland 5, Kenya 1, China 3, USA 3, France 1, Romania 3, Slovakia 1, Latviya 1, Lithuania 2, Philippines 1, Estonia 1, Czech Republic 1, Japan 3, Spain 1, Azerbaijan 1, 4 Belarus, Ukraine 2, Uzbekistan 2, Russia 9, Armenia 1, Moldova 1, Kyrgyzstan 1, Georgia 1.

Such purposeful development of the academic mobility of students serves as means of support of the international market of preparation of professionals, highly skilled experts.

Further development of the academic mobility, according to many experts, is impossible without the decision at the international level of such problems, as synchronization of programs of training at courses and specialties, recognition of documents on education and degrees abroad.

In modern conditions education should correspond to requirements which are shown to it from society. Education acts as the social and adaptive mechanism, capable to react to social transformations and in this sense it is necessary to develop thus education model that it (education) functioned as the dynamic and flexible system, capable to react to social changes. As

experiment of many countries shows, only advancing development of education forms investment appeal of the country and provides technological break.

Necessity for new educational model (paradigm) caused by realization of eco humanist way of designing information society which is based on sustainable and safe development and comes in the stead technocratic (crisis, expensive, with unstable development).

First of all, the main educational objective which consists now not so much in knowledge preparation, how many in providing conditions for self-determination and personality self-realization changes. This statement is based on change of relation to the person as to difficult system and to knowledge which should be turned into the future, instead of in the past. Advancing reflection or degree of «future knowledge» becomes criterion of realization of new educational model. In a new educational paradigm being trained becomes the subject of informative activity, instead of object of pedagogical influence. The dialogical relations of teacher and being trained define the main forms of the organization of educational process. Active, creative involvement being trained, far from a simple reproduction becomes result.

The modern person should not only possess a certain volume of knowledge, but also be able to study: to look for and find necessary information, to solve these or those problems, to use various sources of information for the solution of these problems, constantly to acquire additional knowledge.

Teaching education and putting the knowledge into practice, the person all the time it is enriched with new knowledge and abilities. Culture is an integration aspect of human life.

Bologna Process integration assures the increasing access to the higher education, further improvement of quality and appeal of European higher education, expansion of mobility of students and teachers, and also ensuring successful employment of graduates of higher education institutions because all academic degrees and other qualifications should be focused on a labor market.

Conclusions

Accession of Kazakhstan to Bologna Process gives a new impulse of modernization of higher education, opens additional possibilities for participation of higher education institutions in the projects financed by the European commission, and to students and teachers of higher educational institutions in the academic exchanges with universities of European countries.

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ИНТЕГРАЦИЯ В МЕЖДУНАРОДНОЕ ЕВРОПЕЙСКОЕ ОБРАЗОВАТЕЛЬНОЕ СООБЩЕСТВО

Б.Ж. Есперова

В данной статье анализируются основные цели Болонского процесса по академической мобильности студентов, получения тех возможностей, которые почему-либо недоступны в «своем» вузе, преодоления национальной замкнутости и приобретения общеевропейской перспективы.

ХАЛЫҚАРАЛЫҚ ЕУРОПАЛЫҚ БІЛІМ ҚАУЫМДАСТЫҒЫНА ИНТЕГРАЦИЯЛАНУ

Б.Ж. Есперова

Мақалада студенттердің мобилділігі, ұлттық тұйықтылықты жеңіп жалпыеуропалық келешекке мүмкіндік алатын Болон процесінің негізгі мақсаттары талданған.