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**INNOVATIVE EDUCATIONAL TECHNOLOGY IN HIGHER  
EDUCATION AND THE CREATION OF INFORMATION-  
EDUCATIONAL ENVIRONMENT USING ELEMENTS  
OF THE UPDATED EDUCATION IN THE TRAINING  
OF COMPETITIVE SPECIALISTS OF NEW FORMATION**

**Abstract.** The article deals with the main levels of development of vocational education; describes the features of innovative technologies; describes the methods of training competitive specialists of the new formation; the main directions of the use of new technologies in higher education. The article deals with the problems of the need to introduce different types of social innovation; describes the nature and direction of innovation in higher education; the role of subjective factors and value orientations of subjects of education; the main characteristics of innovations and their management in the system of higher education of the Republic of Kazakhstan are structured. The definition of innovation in education is given. The features of the application of innovative teaching methods in the system of higher education are structured.

**Key words:** innovative technology, high school training, specialist of the new formation, education, educational environment.

**1. INTRODUCTION**

Training of specialists at all levels of the vocational education system in Kazakhstan over the past ten years has undergone significant changes due to economic and social changes in society. A large number of new specialties have appeared, the need for professionals able to work successfully in a market economy has increased. In this regard, there is a question of changing the process of training in higher education in accordance with the tasks set by the labor market. Modernization of modern education is aimed at updating its content. By updating the content of education, we mean its model, which, in contrast to the well-known knowledge-oriented model, is filled with complicated, deeper and holistic content, taking into account the ongoing integrative processes in various fields of human knowledge.

These factors explain the need to find adequate to the new content of learning technologies.

Currently, the Republic of Kazakhstan is developing a new system of education focused on entering the world educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process.

Training of specialists in professional educational institutions is enriched with new procedural skills, the development of the ability to operate with information, creative solutions to the problems of science and market practice with an emphasis on the individualization of educational programs.

Along with the traditional methods of information transmission-oral and written speech, telephone and radio communication, computer training facilities, telecommunication networks of global scale are developing.

However, the most important component of the pedagogical process is the student-centered interaction of the teacher with the students.

Kazakhstan's education today proclaimed the principle of variability, which allows teaching staff of educational institutions to choose and design the pedagogical process according to any model, including

the author. In this direction, there is a progress of education: the development of different versions of its content, the use of the possibilities of modern didactics and improving the efficiency of educational structures; scientific development and practical justification of new ideas and technologies.

The problem of the introduction of pedagogical technologies in the educational process of higher education for the training of specialists of the new formation today is particularly in need of scientific justification and methodological support.

## **2. METHODOLOGY**

To solve the problems the author used a set of interrelated methods: sociological (questionnaires, interviews, expert assessments, "round tables"), psychological and statistical, allowing to carry out the modeling of innovative processes.

The main applied methods include:

- analysis of scientific-methodical and psychological-pedagogical literature on the problem of continuous multi-level professional education;
- study and analysis of documents on professional education, planning educational documentation;
- generalization of best practices, survey method, questioning, testing, pedagogical observations;
- pedagogical experiment in natural conditions of professional educational institutions;
- system analysis of cognitive activity, expert evaluation in the study of the level of professional self-development.

## **3. RESULTS**

1. Based on the basic requirements and development of the labor market and professions, based on the new paradigm of professional education developed in the research of the authors, the following characteristics of modern vocational training are revealed:

- the ability to acquire knowledge;
- the ability to communicate;
- the ability to adapt to professional activities, due to the ability to solve problems and creative thinking;
- the ability to self-assessment, goal setting, professional career;
- the ability to work effectively in a team (compatibility);
- the ability to influence (show leadership).

Taking into account the above, the factors influencing the choice of innovative educational technologies for a particular educational process in a professional educational institution, among which we have identified: external, determined by the requirements of vocational education in the labor market; and internal, determined by the requirements of proper professional training.

2. Identified and experimentally tested educational technologies that increase the activity of students in the learning process; game technology; technology solutions to practical problems.

The main ways to increase the activity of students in the learning process using innovative educational technologies:

- strengthening of educational motivation;
- weapons effective means for implementation of installations on active mastering new types of activity, knowledge and abilities;
- ensuring compliance of organizational forms and means of training to its contents; intensification of mental work of the student at the expense of rational use of time; ensuring scientifically reasonable selection of the educational material subject to mastering;
- the account of age opportunities and individual features of students.

3. The efficiency of computer-based technologies in the development of students ' independence in the learning process is determined.

Training programs, by which we mean educational computer tools that automate the learning activities of the student and ensure the implementation of a closed cycle of learning management, are designed for independent work of students outside the classroom.

The structure and content of the activity of the media library as an educational and material base for independent work of students are revealed.

The implementation of these activities has allowed Our University to produce competitive specialists of the new formation.

The most obvious indicators of the quality of education in the University are the demand and competitiveness of its graduates in the labor market, as well as the amount of wages paid to them after graduation. After graduation, the vast majority of them find a high-paying job in the specialty, and the salaries of those who for various reasons preferred employment in other areas are also quite high."

*More than 80 % of graduates of our University (ZhSU) work in the specialty or related specialty and have a salary of more than 60 000 tenge (research data of the Department of employment).*

It seems to authors that the creation of such universities, that is, the branch orientation will allow, first of all, to concentrate not only material, but also intellectual potential of the country and in a short time to get real specialists, new formation that meet the spirit of our time.

To create a real basis for the economic security of our state, to increase its competitiveness, to create real conditions for the integration of our education into the world community (fig. 1).

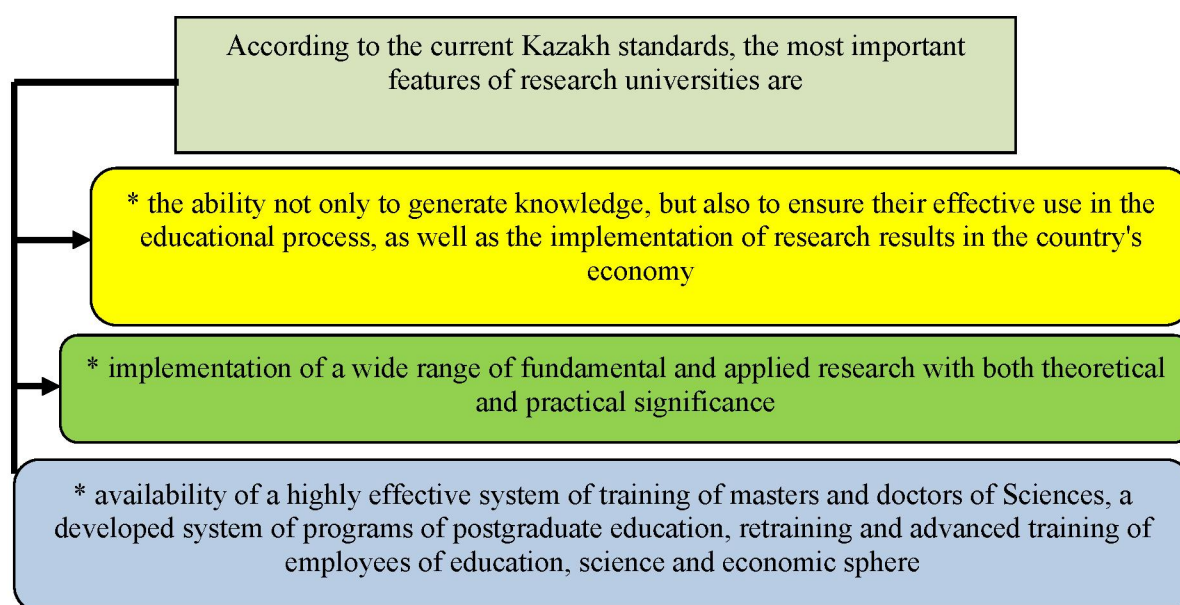


Figure 1 - Characteristics of the research educational institution

Note: compiled by the authors on the basis of the studied material

#### 4. CONCLUSIONS

The new stage of development of Kazakhstan is focused on the accelerated promotion of the state in the community of 30 most competitive countries of the world. In this sense, the educated youth is the guarantor of the development of Kazakhstan, as well as the main resource capable of fulfilling the country's task of entering the Republic by 2050 into the cherished number of the most developed countries of the world. To date, Astana has established and successfully operates a modern research University, working according to international standards.

Recall that in accordance with the requirements of the Bologna process, Kazakhstan has moved to a three - level model of training: bachelor - master-doctoral PhD. The list of priority specialties for training on doctoral and master's programs taking into account cluster initiatives is defined.

In addition, systemic measures are being taken to improve the quality of secondary education and schools. The material and technical base of schools is being strengthened. In turn, the implementation of the state program "100 schools, 100 hospitals" allowed unloading educational institutions, where teaching was carried out in three shifts.



As a result, today the younger generation has all the conditions for education that meets all international standards, continuing to further improve their skills, gaining professional experience, so necessary for the Kazakhs of the new formation, on whose shoulders will be the further integration of our Republic into the world community.

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**ЖОҒАРЫ БІЛІМ БЕРУДЕГІ ИННОВАЦИЯЛЫҚ ПЕДАГОГИКАЛЫҚ ТЕХНОЛОГИЯЛАР  
ЖӘНЕ ЖАҢА ФОРМАЦИЯДАҒЫ БӘСЕКЕГЕ ҚАБІЛЕТТІ МАМАНДАРДЫ ДАЯРЛАУДА  
ЖАҢАРТЫЛҒАН БІЛІМ БЕРУ ЭЛЕМЕНТТЕРІН ПАЙДАЛАНА ОТЫРЫП,  
АҚПАРАТТЫҚ-БІЛІМ БЕРУ ОРТАСЫН ҚҰРУ**

**Аннотация.** Мақалада кәсіптік білім беру жүйесін дамытудың негізгі деңгейлері қарастырылады; инновациялық технологиялардың ерекшеліктері сипатталады; жаңа формациядағы бәсекеге қабілетті мамандарды даярлау әдістері; жоғары білім беруде жаңа технологияларды пайдаланудың негізгі бағыттары сипатталады. Мақалада әр түрлі әлеуметтік инновацияны енгізу қажеттілігі бойынша міндеттер қарастырылған; жоғары білім берудегі жаңалықтардың сипаты мен бағыттылығы сипатталған; білім беру субъектілерінің субъективті факторлары мен құндылықтық бағдарларының рөлі көрсетілген; Қазақстан Республикасының Жоғары білім беру жүйесіндегі инновациялар мен оларды басқарудың негізгі сипаттамалары құрылымдалған. Білім берудегі инновация ұғымына анықтама берілді. Жоғары білім беру жүйесінде оқытудың инновациялық әдістерін қолдану ерекшеліктері құрылымдалған.

**Түйін сөздер:** инновациялық технологиялар, ЖОО-да оқыту, жаңа формация маманы, білім беру, білім беру ортасы.

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**ИННОВАЦИОННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ В ВЫСШЕМ ОБРАЗОВАНИИ И  
СОЗДАНИЕ ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ С ИСПОЛЬЗОВАНИЕМ  
ЭЛЕМЕНТОВ ОБНОВЛЕННОГО ОБРАЗОВАНИЯ В ПОДГОТОВКЕ  
КОНКУРЕНТОСПОСОБНЫХ СПЕЦИАЛИСТОВ НОВОЙ ФОРМАЦИИ**

**Аннотация.** В статье рассматриваются основные уровни развития системы профессионального образования; описываются особенности инновационных технологий, методы подготовки конкурентоспособных специалистов новой формации; основные направления использования новых технологий в высшем образовании. Рассмотрены задачи по необходимости введения различного типа социальных инноваций; описаны характер и направленность нововведений в высшем образовании; указана роль субъективных факторов и ценностных ориентаций субъектов образования; структурированы основные характеристики инноваций и их управления в системе высшего образования Республики Казахстан. Дано определение понятию инновации в образовании. Структурированы особенности применения инновационных методов обучения в системе высшего образования.

**Ключевые слова:** инновационные технологии, обучение в вузе, специалист новой формации, образование, образовательная среда.

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