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R.I. Burganova, S.E. Abdugalina, A.E. Tuyakova

Kazakh university of economics, finance and international trade

roza@mail.ru, sairan@mail.ru, aijan@mail.ru

**IMPROVING THE QUALITY OF EDUCATION
THROUGH STUDENT-CENTERED EDUCATION**

Abstract. A student-oriented educational process is increasingly determined by what students want to achieve. That is, according to the authors, the formation of educational programs and the applied teaching technologies should be based not on how teachers and departments can or what they want, but on how the future profession and capabilities of the student require. This means that curriculum reform should be carried out in the context of creating flexible and individualized educational trajectories. Academic strategy should be aimed at the continuous development of innovations in education: in education, in teaching, which correspond to the existing conditions and needs, at communication with the real sector of the economy, and the development of educational programs should be carried out with the participation of employers.

Keywords: student-centered learning, educational technologies, modular learning technology, trajectories, knowledge, profession.

INTRODUCTION

The ongoing change in the paradigm of education implies a transition to a results-oriented student-centered approach in which learning outcomes play a major role and become the main outcome of the educational process for a student in terms of knowledge, understanding and abilities, rather than the means and methods of instruction used by teachers to achieve these results.

The academic policy of the university should be developed in the context of the overall strategy of the university, within which the academic strategy is determined. In modern conditions, the basis of academic strategy is preferable to the transition from highly specialized educational models to more universal ones, the basic principles of which are:

- it is necessary to prepare graduates for whom “all life is for a career, not a career for life”;
- Graduates who better solve complex issues covering different areas of knowledge are required;
- Interdisciplinary education makes graduates more competitive.

The academic strategy of a modern university should be based on the integration of education and research. At the same time, the directions of educational programs and research projects are determined depending on the needs of the market, which needs not only specialists, but also innovations.

MAIN PART

It is important to remember the basic principle of educational program management - “the development of knowledge is the key to the development of the economy”.

Modern academic policy involves setting educational goals in the context of the organization of the educational process based on the students' individual educational trajectory, partnership development of interaction between teachers and students, creating conditions for students to develop independent experience in solving educational, communicative, organizational, moral and other problems of future professional activity. This context is essentially a student-oriented educational paradigm in which learning outcomes play a major role and become the main result of the educational process for a student in terms of knowledge, understanding and abilities.

Student-centered education provides for such an organization of education of subjects of the educational process, which is focused to the maximum extent on their individual characteristics and the

specifics of the personal understanding of the world. In these conditions, there is not only the transfer of knowledge, development of skills, but also the formation of the orientation of the student's cognitive interests, life plans, value orientations, development of the personal potential of subjects of the educational process of the university.

The main idea of student-centered education is aimed at creating an independent position for students in the learning process. Learning is not so much the gathering and (or) memorization of information, which the teacher gives, as the independent creation of knowledge. Real learning is transformative: it transforms and changes the nature of the studied, as it necessarily includes the ability of the student to synthesize, evaluate and apply new information to the existing knowledge system.

As it is known, an efficiently organized system of internal quality assurance should be created in each university. In this regard, another principle of the university academic policy is the principle of internal quality assurance.

In accordance with the Standards and Recommendations for quality assurance in the European Higher Education Area (ESG) adopted at the Yerevan Conference of Ministers of Education of the Bologna Process member countries in May 2015, the system of internal quality assurance of education is based on the following key principles:

- 1) the university is responsible for the quality of the provision of educational services and ensuring their quality;
- 2) quality assurance corresponds to the diversity of systems of higher and postgraduate education, educational institutions, educational programs and students;
- 3) quality assurance supports the development of a quality culture;
- 4) quality assurance takes into account the needs and expectations of students, all other stakeholders and society.

In academic strategy, an important place is given to the policy of teaching and learning and the quality control of teaching. Universities usually apply various forms of such control:

- student feedback (quantitative assessment and qualitative characteristics);
- feedback from colleagues (reviews, mutual visits);
- updated portfolio (reports: teaching; research; public work and service);
- getting feedback on the professor.

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The need for a transition to student-oriented education is due to the presence of the political will of the power structures of the education system.

CONCLUSION

Student-oriented learning is an important link.:

- encouraging and supporting higher education institutions in promoting pedagogical innovations in student-centered teaching contexts and making full use of the potential benefits of digital technologies for teaching and teaching;

- ensuring a strong link between teaching, learning and research at all levels of education and creating incentives for universities, teachers and students to intensify activities that contribute to the development of creativity, innovation and entrepreneurship;

- educational programs should allow students to develop competencies that can best meet the personal aspirations and needs of society through effective training activities. This should be supported by transparent descriptions of learning outcomes and workload, flexible learning paths and appropriate teaching and evaluation methods;

- it is necessary to recognize and stimulate effective teaching, to provide opportunities for strengthening the academic competence of teachers;

- active involvement of students, as full members of the academic community, as well as other stakeholders, in curriculum development and quality assurance.

Thus, an effective academic policy provides for a transition from a model of teaching to a model of breadth and flexibility in academic matters, the transformation from a “university of learning” to a “high-tech university”.

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Р.И. Бурганова, С.Е. Абдугалина, А.Е. Туякова

Казахский университет экономики, финансов и международной торговли

ПОВЫШЕНИЕ КАЧЕСТВА ОБРАЗОВАНИЯ ПОСРЕДСТВОМ СТУДЕНТОЦЕНТРИРОВАННОГО ОБУЧЕНИЯ

Аннотация. Образовательный процесс, ориентированный на студента, все в большей степени определяется тем, чего хотят достичь обучающиеся. То есть по мнению авторов, формирование образовательных программ и применяемые технологии обучения должны основываться не на том, как могут или чего хотят преподаватели и кафедры, а на том, как того требует будущая профессия и возможности студента. А значит реформирование учебных программ следует осуществлять в контексте создания гибких и индивидуализированных образовательных траекторий. Академическая стратегия должна нацеливать на постоянное развитие инноваций в образовании: в обучении, в преподавании, которые соответствуют существующим условиям и потребностям, на связь с реальным сектором экономики, а разработку образовательных программ следует осуществлять с участием работодателей.

Ключевые слова: студентоцентрированное обучение, образовательные технологии, технология модульного обучения, траектории, знания, профессия.

Р.И. Бурганова, С.Е. Абдугалина, А.Е. Туякова

Қазақ экономика, қаржы және халықаралық сауда университеті

СТУДЕНТТЕРГЕ БАҒЫТТАЛҒАН БІЛІМ БЕРУ АРҚЫЛЫ БІЛІМ САПАСЫН АРТТЫРУ

Андатпа. Студенттерге бағытталған білім беру үдерісі студенттердің жетістікке жетуіне қарай анықталады. Яғни, авторлардың пікірі бойынша, білім беру бағдарламаларын және қолданбалы оқыту технологияларын қалыптастыру мұғалімдер мен кафедралар қалай мүмкін болатынын және қалай қажет болса, сондай-ақ болашақ мамандығына және оқушының қаншалықты қажет екеніне негізделуі керек. Бұл білім беру бағдарламаларын реформалауды икемді және жекелеген білім беру траекториясын құру контекстінде жүзеге асыру керек. Академиялық стратегия білім берудегі инновацияларды үнемі дамытуға бағытталуы керек: білім беруде, оқытуда, қазіргі жағдайлар мен қажеттіліктерге сәйкес, экономиканың нақты секторымен қарым-қатынаста және білім беру бағдарламаларын дамыту жұмыс берушілердің қатысуымен жүзеге асырылуы тиіс.

Түйін сөздер: студенттік орталықта оқыту, білім беру технологиялары, модульдік оқыту технологиясы, траектория, білім, кәсіп.

Information about authors:

Burganova Roza ildarovna - candidate of pedagogical Sciences, associate Professor, Kazakh University of Economics, Finance and international trade, <https://orcid.org/0000-0002-4286-7302>

Abdullina Sairan Erdenova - candidate of pedagogical Sciences, Professor, Kazakh University of Economics, Finance and international trade, <https://orcid.org/0000-0002-0514-5570>

Tuyakova Aizhan Esenkulova - candidate of historical Sciences, Professor, Kazakh University of Economics, Finance and international trade, <https://orcid.org/0000-0002-9644-8410>