V.V. Savelyeva

student of the 3rd course PhD
Eurasian Technological University
vika-sova@mail.ru

HISTORICAL AND PEDAGOGICAL BASES OF FORMATION AND DEVELOPMENT OF CREDIT TECHNOLOGY IN KAZAKHSTAN

Abstract. The article analyzes the historical and pedagogical basis of the formation and development of credit technology in Kazakhstan, identifying its stages. The relevance of the topic of the article is due to changes in the education system in Kazakhstan, the development of credit technology, as well as the introduction of a three-stage model in higher education, the development of mobility, which will enable future graduates to become qualified and competitive specialists in the world market.

Article purpose — to prove the efficiency of formation and development of credit technology in Kazakhstan, to define features and stages of its formation and development.

Keywords: modern training, credit technology of training, credit, stage, bachelor, efficiency, model, mobility, competitiveness.

Modern integration processes in the educational systems of various countries have brought development and use of adequate and equivalent tools and measuring instruments of training to life. They are directed to achievement of the international transparency of the existing national educational systems and their compatibility with the all-European and international standards. Today Kazakhstan is among those states, that fill the educational policy with the corresponding content reflecting such today's global trends as systematics, the academic freedom, alternativeness, mobility of curricula. Now more and more obvious is a fact that the organization of educational process exists within decades and hasan inheriance from former command system when the teacher was a getter and the transmitter of knowledge, and the student — a passive object. With transition of economy of RK to market system, there is a demand for the expert who would be free in the solution of the tasks, resolute, responsible and independent. And more importantly qualified and demanded in labor market. In these conditions the Ministry of Education and Science of the Republic of Kazakhstan has headed for introduction in HIGHER EDUCATION INSTITUTIONS of such most democratic form which has gained universal recognition and distribution in the world as credit technology of the organization of educational process [1]. The solution of this task is promoted by credit technology which represents the educational system directed to increase the level of self-education and creative development of knowledge by students on the basis of individualization, selectivity of a trajectory of training within a regulation of educational process and accounting of knowledge of students in the type of credit. The word "credit" is translated from Latin (credit) as trust, and respectively this system is built on the basis of the mutual trust between the trainer and trained person.

Each student in this educational technology already participates personally in formation of the individual curriculum, that is an educational trajectory for the entire period of education. Before him opens the freedom of choice of the disciplines given in the curriculum. Accounting of labor input of study is carried out not in time parameters (class periods), but in the volume of the taught material (credits). The credit technology is madewith a new method, not similar to our traditional model of education. In the West it has arisen in the USA about 30 years ago, and then has extended also in Europe, it was to some extent a consequence of broad democratization of educational process at the western universities [2]. This
educational technology is focused on what forces the person to study independently and to constantly update knowledge.

In Kazakhstan the urgent need for convertibility of High school diplomas, codifications, unification, cataloging of training courses and programs is the converting of introduction of credit technology that, certainly, will allow to remove barriers between the universities of the different countries. And it means that realization at least main actions will involve serious financial and material costs, revision of all system of educational and methodical work in HIGHER EDUCATION INSTITUTION. We cannot do it anymore because Kazakhstan has supported recognition of the Lisbon convention (1997) and the Bologna declaration (1999) which are intended not to create and not to invent new reforms or educational systems, but to unify educational standards and training programs taking into account global trends. The credit technology takes root step by step in the Republic of Kazakhstan. Since 2003-2004 academic years, the credit system of training began to be applied on economic specialties of separate higher educational institutions in the experiment mode. At the same time each higher education institution applies "conventions in establishment of the credits on subject matters or programs that are the principle of the organization and creation of a training course changes. The teacher will be obliged to provide to students distributing material, a package of documents, and they come to audience prepared. The lecture is under construction in the form of dialogue, "round tables", seminars, and students work in team, solving the given problem. Not only students, but also teachers will be forced to keep up to date. And undoubted advantage of new system is granted wide freedom of choice. Students are given an opportunity to construct own trajectory of training, to define additional disciplines for specialization in specific industry by the consultant. Visit of these occupations is individual; everyone takes examinations in the scheme, depending on the chosen training trajectory [3].

The student builds the educational program under the direction of an advisor (the teacher of the releasing department provide functions of the mentor of the student on the corresponding specialty, rendering assistance in the choice of a trajectory of training (formation of IUP) and development of the educational program during training). Matters formation of institute of tutors (the teacher conducting studies) is recommended for assistance to students in development of subject.

Thus reforms in education are aimed at the social and economic, spiritual and moral development of society and achievement of the academic and professional mobility of young Kazakhstan citizens in a wide context of the globalized world. They are designed to provide through expansion of access for future experts to resources of a modern civilization optimum balance in accounting of needs of the person, society and the country.

The systems of the credits existing and used worldwide differ not only in the basic purpose, but also in approach to a concept and definition of "credit". For the first time, the credit and hour system has arisen in the USA. In 1869 the President of Harvard University Charles Eliot has entered the concept "credit system", and in 1870 - 80 the system according to which the volume of discipline was measured in the credits has been introduced. Since 1892 the stage of broad application "credit system" and its development has begun. For receiving degree, it is necessary to gain the set quantity "credit hours", so-called test units. In the American USCS system (US Credit system) - the credit hour - this measure is based on training time. In the USA the number of the disciplines studied during a semester is usually 4-5, normal loading of a course - about 15 credit hours. It means that students will spend the audience about 15 hours weekly. The student who has gathered the specified number the credit hours can receive a certain degree. The credit hour and degree are interconnected. In the USA for receiving bachelor degree is required on average the 120 credit hours, the master - from 30 to 35 credit hours, graduate students – from 6 to 12 credit hours each semester [4].

The American credits – USCS are easily transferred to the European credits – ESTS and the Asia-Pacific credits - UCTS. 1 American credit hour is equal to 1 Chinese credit. One American credit hour is equal to 1 Japanese test unit. 1 American credit hour is equal to 2 European credits. 1 American credit hour is equal to 2 Asia-Pacific credits; 1 American credit hour is equal to 4 British credits.

In a bachelor degree 1 credit hour is equal to 1 class period of classroom work of the student a week throughout a semester in Kazakhstan, and each class period of a lecture and practical training is followed by 2 hours (100 minutes) of independent work of the student. Thus, studying of this or that discipline "weighing" 1 credit in (1+2) hours a week for a semester (15 weeks) requires 45 hours.
In Europe there is another system - ECTS (European Credit Traster’s System) which has arisen as the pilot ERASMUS project and undergone experimental testing within 6 years (from 1989/90 to 1994-95 academic year). In its 145 higher education institutions participated in the countries of Europe. Creation of the European higher education area is defined in the Sorbonne and Bologna declaration. It is directly specified in the Bologna declaration on creation "the systems of the credits – such as ECTS". Also it is specified: "The credits can be utilized within the education which is not the highest including education during all life on condition of recognition of the appropriate educational programs by the universities".

Today it is possible to tell with confidence that development of a modern national education system on the basis relies on application of the international standards. Now many Kazakhstan universities actively work and make use of foreign experience of modernization of the education system. In the Republic of Kazakhstan 46 higher education institutions have introduced the credit system of training [5]. Studying and the analysis of introduction of credit technology of training show that worldwide it has the specific features. Nevertheless, the efficiency and expediency of credit technology of training are confirmed by its increasing distribution in an education system of many countries of the world as orientation of educational programs on development in students of skills of independent work which will allow to increase the level of creative activity and self-stimulation in development of knowledge, so and improvement of quality of education that will undoubtedly affect competitively ability of future Kazakhstan experts.

Overestimating all parties of credit system of training it is possible to tell everything with bigger confidence about her as about the instrument of improvement of quality of education. This system makes positive impact on all parties of educational activity. Credit technology of training obliges higher education institution to create the most favorable conditions for study of students: to provide them with textbooks and other information sources, to create conditions for self-preparation, reading rooms, Internet connection, work on computers, etc., to provide educational process by teachers of high skill level, the high-quality teaching, various training programs relevant for labor market.

Thus, introduction of credit technology of training causes high requirements and to personnel structure, educational methodically to providing, material and technical resources and the most important to the student and to his responsible attitude to study. At credit technology requirements to independent work of students as performance of homework is also surely estimated amplify (at linear system to student’s homework’s weren't given, performance of independent work was uncontrolled from the teacher and well the principle "from a session prior to a session" worked). This technology assumes free access to all complex of tutorials, including as traditional (the laboratory equipment, devices, computers, video, a slide projector, an audio equipment), and multimedia, virtual trending complexes, etc. Besides, at credit technology of training is reached unification of volume of knowledge, democratic character of the academic strategy of higher education institution [6]. An important component of credit technology of training is as well reoffer of the mastered credits in other higher education institutions also the accumulative character, guaranteeing the academic recognition abroad. Due to the transparency of borders of labor market on competitive environment domestic experts not only abroad, but also within the country get. It is caused, at least, by two circumstances. First, inflow of foreign labor annually increases. Secondly, our many citizens get higher education at the known foreign universities, and return home. It places more great demands on the domestic system of training which have to be competitive among foreign experts whose diplomas are converted, and the educational program is completely measured in the credits. The conventional advantages of credit technology of training are compliance to the international educational standards and a solution of the problem of recognition of documents on education, standardization of educational programs taking into account global trends, the sequence, step-by-step educational activity of students, the academic freedom and variability of training programs. Advantage of credit technology of training is also that it demands constant improvement of pedagogical skill, professional development of organizers of educational process, exchange of the best practices. Our students have free access to all levels of university education in foreign countries, the right of graduates of a bachelor degree and magistracy for employment in any country. Besides, it is met requirements of employers, foreign investors to professional recognition of qualifications at employment of graduates. Higher education institutions of the republic where the credit technology of training has been introduced, have come to a conclusion that the academic freedom is one of the main advantages of credit technology of training: students have an
opportunity both to choose teachers, and to form the educational trajectory. Along with standard and working curricula, it takes root individual curricula of studying (IUP), the formations determining content and the organization of their training.

For the purpose of combination of flexibility of planning with requirements of educational standards and also ensuring variability of training, along with obligatory disciplines, is entered disciplines for choice - elective. Self-record of students on elective disciplines is carried out upon completion of studying of obligatory prerequisites. At the same time results of the chosen trajectory of training are reflected in individual curricula. In this regard higher educational institutions should create models of experts of new generation [7].

However, along with positive aspects of credit system she has the following shortcomings:

- big load of the faculty and also the structural sub separate serving educational process as training is carried out in parallel to: traditional system and credit technology;
- the considerable additional expenses connected with introduction of innovative technologies of training and their further improvement;
- increase in educational and methodical and temporary loading of a professorial structure which is connected with need of preparation by each teacher of distributing materials, syllabuses and methodical instructions on independent work of students that involves increase in each class period for 10 minutes;
- complexity of adaptation of some teachers to new requirements and new technique of a conducting of occupations;
- the difficulties connected with uncertainty of a method of calculation of an academic load of professorial teachers, insufficient readiness of students of 1 course for independent work and personal responsibility for the educational achievements (we will notice that it is especially notable at the initial stage, i.e. at the beginning of a semester);
- unpreparedness of parents to the fact that the first-year student is busy with study throughout all the day.

The lack of flexibility of an educational trajectory, educational load of students, brevity of the periods of training, separation from production — all this negatively affects the quality of the higher education in general and at the level of readiness of experts in particular. Development of remote forms will help to make training in higher education institution the most convenient and attractive. According to experts, remote education will enter in the 21st century as one of the most effective (and perspective) systems of training of specialists. It will cause growth of professional motivation of teachers and increase in effectiveness of their scientific and pedagogical activity.

Thus, introduction of credit technology of training allows not only to enter world educational space, but also it is essential to intensify process of training of students in a higher educational institution. The credit technology of training assumes a competition — students choose the teacher at whom they will be engaged. Some have taken painfully the fact that they were chosen. But first-year students don't know yet who is who. There can be also such costs: the high quality, but tough teacher risks to be left without students too. But in about three one or four years everything will rise on the places — will go to the one who demands, but also prepares better.

In the conditions of formation in Kazakhstan of competitive system of generation, distribution and use of knowledge introduction of credit system of training will allow to solve a necessary problem — to turn high school education into process not only educational and educational, but also scientific and informative. His component — training of students ("the thinking labor" in the future) not only to scientific knowledge per se, but also methodology of their receiving and application to impart him ability to continuous self-education and professional growth in the conditions of systematical transformation of the society. Only following it, it will be possible to speak about self-sufficiency of education as social institute and its qualities.

REFERENCES


В.В. Савельева
PhD докторантура
3 курс студенти
Еуразия технологиялык университети

КАЗАКСТАНДАГЫ КРЕДИТ ТЕХНОЛОГИЯСЫНЫҢ ПАЙДАЛАНУ ЖӘНЕ ДАМУЫНЫҢ ТАРИХИ ЖӘНЕ ПЕДАГОГИКАЛЫҚ БАЗАСЫ

Аннотация. Макалада Казахстанда кредиттік технология дамуының тарихи-педагогикалық негіздері тааланады, жасау өнімінің дамуын кезектері андықталды. Макала тақырыбының өзгөчелігі. Казахстанда білім беру жұмыс істеу қызметінің, кредиттік технологиясының дамуын, сәуір-жылдық жоғары білім беру дәрежесін ұш і penetiілі ұтқырлықты дамуын байқайысы, оның дамуын қызметкерлерінің және олардың әрекетін, кезектерінің заттарын қарастыр.

Түйін сөздер: қазіргі заманың білім, кредиттік оқыту технологиясы, қазіргі заман, білім, модель, ұтқырлық, білім, еңерлік.

В.В. Савельева
студент 3 курса PhD
Евразийский технологический университет

ИСТОРИЧЕСКИЕ И ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ И РАЗРАБОТКИ КРЕДИТНОЙ ТЕХНОЛОГИИ В КАЗАХСТАНЕ

Аннотация. В статье проанализированы историко-педагогические основы становления и развития кредитной технологии в Казахстане, определены ее этапы. Актуальность темы статьи обусловлена изменениями системы образования в Казахстане, становлением кредитной технологии, а также внедрением трехстепенной модели в высшей школе, развитием мобильности, что дает возможность будущим выпускникам стать квалифицированными специалистами и конкурентоспособными на мировом рынке.

Цель статьи - обосновать эффективность становления и развития кредитной технологии в Казахстане, определить особенности и этапы ее становления и развития.

Ключевые слова: современное обучение, кредитная технология обучения, кредит, этап, бакалавр, эффективность, модель, мобильность, конкурентоспособность.

Information about authors:
Savelyeva V.V. - student of the 3rd course PhD, Eurasian Technological University.