

**IMPLEMENTAÇÃO EFICIENTE DE PROGRAMAS EDUCACIONAIS NA
UNIVERSIDADE PEDAGÓGICA**

**EFFICIENT IMPLEMENTATION OF EDUCATIONAL PROGRAMS IN THE
PEDAGOGICAL UNIVERSITY**

**IMPLEMENTACIÓN EFICIENTE DE PROGRAMAS EDUCATIVOS EN LA
UNIVERSIDAD PEDAGÓGICA**

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RESUMO: O estudo apresenta novas abordagens para a diversificação dos programas educacionais da universidade pedagógica, cujo objetivo é melhorar a qualidade da formação profissional de professores no contexto de conteúdos educacionais atualizados. Ele também analisa o estado atual da educação no Cazaquistão, descreve as conquistas e os problemas neste campo. O conteúdo dos programas educacionais proporciona uma formação de sucesso e torna os professores modernos competitivos no mercado de trabalho. Leva em consideração o desenvolvimento de competências-chave: comunicação interpessoal, liderança estratégica, prontidão para mudanças, atividades de projeto, colaboração, responsabilidade ética e profissional e gestão eficaz do tempo. As principais prioridades do desenvolvimento de programas educacionais são as seguintes: generalização das atividades acadêmicas e de pesquisa, desenvolvimento e implementação de programas educacionais baseados na orientação prática, interdisciplinaridade, oferta de treinamento em profundidade em línguas e criação de um ambiente educacional único. A estrutura de conteúdo, algoritmo de criação, condições e recursos para a implementação de programas educacionais são descritos. O objetivo deste artigo é definir e resolver o problema do desenvolvimento da educação.

PALAVRAS-CHAVE: Programa educacional, Resultados de aprendizagem, Competências profissionais e adicionais, Demanda.

Introduction

Modernization of pedagogical education in Kazakhstan has its conceptual directions, legislative basis, intellectual potential, and the desire to meet international standards. Global informatization and continuing education, being the main factors in the development of pedagogical education, should become the norm for everyone, and this should be instilled in

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students throughout their lives through the updated content of education. The modern education system needs transformation to meet the new requirements of the knowledge economy, 'where the main driving force of progress is knowledge concentrated in human capital.

Human capital, in turn, can be considered as a set of knowledge, competencies, and qualifications. High competence of educated people with updated thinking would create not only an intellectual nation, but also promote Kazakhstan to the top 30 countries of the world' (KASYMBEKOV, TEMIRBOLAT, SHAYMERGENOV, 2016).

The modern system of higher education is in the middle of the transformation at the moment. Governments and universities around the world are making significant efforts to cope with the growing pressures associated with international competitiveness (LIBBY, 2010; EGGINTON, BILL, 2010; TOLOFARI, 2005; TÜRK, 2016; CALLAGHER, HORST, HUSTED, 2015). This leads to the development of new strategies that enable governments and universities to develop science, introduce innovative technologies, and increase the potential and attractiveness of national educational systems (BUSH, 2016, 2017; CERBIN, KOPP, 2006; RAHMAN, BUTT, CHOI, 2015; BECK, FREDERIKSEN, 2008; FREDERIKSEN, HEMLIN, HUSTED, 2004).

In Kazakhstan, despite the encountered difficulties, strategies for the development of higher education are generally effectively implemented as a priority to ensure the effective development and competitiveness of the country's economy. The level of education development is one of the main indicators of human development in the country, because the most important goal is to educate Kazakhstan people in a new education and turn Kazakhstan into a country with competitive human capital.

The integration of Kazakhstan's higher education into the European educational space is ensured by the successful implementation of mandatory, recommendation and optional parameters of the Bologna process. There is an active search for new ways of positive changes in the professional educational space of Kazakhstan (SARSEKEYEVA et al., 2013; MIRZA et al., 2014; PAK, IMANOV, PAK, 2013).

Innovative activities of the country's universities are implemented within the framework of grant state support for the development of science, innovation and commercialization of scientific research. The foundations of the search and innovation system

have been created, and centers for commercialization of research results have been opened in 13 universities.

A legal framework for the regulation of the content and implementation mechanisms of the country's educational policy has been developed. The Law of the Republic of Kazakhstan 'On education' states that one of the main principles of state policy in the field of education defines the democratic nature of education management and transparency of the education system. The second Chapter of the document is about the management of the education system. It defines the competence of the Government of the Republic of Kazakhstan, the authorized body of local representative and executive bodies in the field of education and information support of education, state management bodies, state guarantees in the field of education, language training, and upbringing.

Thus, the state policy of Kazakhstan in education is a set of measures that cover changes in the structure, content and technologies of education and upbringing, organizational and legal forms of subjects of educational activity, financial and economic mechanisms, and, of course, in the system of education management.

The planned implementation of these measures has made it possible to achieve significant progress in the implementation of Education for all goals after the signing of the Dakar agreements, as it is noted in the UNESCO annual world report 'Education for all 2000 – 2015: achievements and challenges'. For 10 years, from 2005 to 2015, Kazakhstan has improved its position in the EDI (Education development index / Development index) by 31 points and moved from 39 to place 8. The best result was achieved in 2009, when Kazakhstan took the leading position among 129 countries of the world. Since 2007, Kazakhstan has been included in the group of countries with a high indicator of education development.

There is an increased need for educational institutions that combine STEM science and humanities education, and teachers work with a wide application of modern information and communication technologies.

Issues of effective implementation of educational programs in education are inextricably linked with social, economic and political transformations of society, which justifies their relevance. Modernization of management in education is a prerequisite for the formation and development of the existing education system as a social institution that is adequate to the urgent needs of modern society (ISHANOV et al., 2015; PELEG, 2012).

Throughout the republic, efficiency in education is to ensure the smooth functioning of all educational institutions and administrative structures of national and regional significance to ensure high quality education in the real economy through the implementation of the idea of continuing education and effective monitoring, ensuring access to education, improving educational technologies and introducing best practices, expanding the range of educational services, updating the content of educational programs in accordance with the actual needs of consumers (students, employers), and priorities for the development of society.

The effectiveness of educational institutions, the training of competitive teachers determined the professional training of management personnel and their ability to identify and use their abilities, to see the existing links and interdependencies between them, as well as trends in the development of managed objects. The head of any educational institution from the point of view of innovative management should be a specialist with a high level of professional development. He or she has the ability to set professional goals and solve them in accordance with their views and attitudes that are based on the modern management achievements processed into consciousness, the best practices of Russian and foreign educational organizations (PELEG, 2012; HALLINGER, CHEN, 2015; KAZIMOVA et al., 2014).

The key issue of training a high-quality specialist for the education market is the formation of a teacher's conscious need for constant replenishment and updating of knowledge, improving skills and turning them into competencies. The process of introducing updated educational content in primary and secondary schools should contribute to the implementation of innovative academic policies in pedagogical universities and the design of adapted educational programs for teacher training and retraining.

Training modern teachers to work within the framework of updated education requires pedagogical universities to review all academic policies, teaching methods, and re-evaluate human and material resources. The new model of education imposes new requirements in the training of teachers: to change the goals and methods of pedagogical activity; to work within the framework of an innovative approach to teaching; to change the software and methodology of the educational process; to new ways and forms of evaluating students' educational achievements. A sufficient level of the English language, knowledge of modern information and communication technologies, practical skills in working in the context of

updated educational content, critical thinking and self-learning ability, the ability to teach children with special educational needs – this is a far incomplete list of competencies that a graduate of a pedagogical university should have and apply in educational programs. Strategic management of educational programs of higher education institutions is aimed at achieving stability and long-term success, which is expressed in the demand for graduates in the labor market and educational services. To design an EP, it is necessary to take into account the parameters that determine its demand in the education market, a complete and clear description of learning outcomes, an even distribution of credits across semesters and modules, focus on NIS training programs, attracting practitioners, and practice orientation.

Since 2012, the country has successfully implemented a three-level teacher training program developed by AEO 'Nazarbaev Intellectual schools' together with the faculty of education of the University of Cambridge. The innovative aspect of this project is a multilevel approach to training. The levels of the program are differentiated by the volume and complexity of the studied material, the scale of use of the acquired knowledge in the 'school class-community' system. The first (advanced) level is aimed at training school leaders who can teach new methods to the professional community of teachers.

The educational market of Kazakhstan (kindergartens, schools, primary, secondary, professional, and higher education) needs specialists with the necessary pedagogical and management skills. Thus, there is a contradiction between the growing demands of the state and society for sustainable and innovative development of education systems and the desire to effectively manage this process.

In order to solve the tasks of updating the system of pedagogical training including highly qualified heads of education, the working group of the Abai Kazakh National Pedagogical University took part in the TEMPUS IV international project Modernization and development of educational programs on pedagogy and management of education in Central Asia (EDUCA).

The preliminary analysis carried out within the framework of the research project showed that the educational reforms carried out in the country aimed at adapting teacher education to international standards already have a number of important achievements, including: - access to the European educational space, implementation of the principles of the Bologna process, transition to a three-level system of education-bachelor, master, PhD

program; - increasing the number of students who want to get a high-quality higher education, including in the framework of the Bolashak scholarship program and other scholarship programs; - development of academic mobility of students, teachers, and employees of higher educational institutions; - functioning of the National system for assessing the quality of education based on external assessment of students' academic achievements (TDMA), including assessment of the quality of educational services and the level of students' acquisition of educational programs; - development of measures to increase the attractiveness of higher education for foreigners. Currently, the index of attractiveness of higher education for foreign students remains low, providing Kazakhstan with only 44th place in 2014 (according to the IMD world competitiveness rating); - introduction of the system of accreditation of educational institutions; - extensive use of information and communication technologies; - introduction of a new classification of higher education institutions: national research universities, national universities, research universities, universities, academies and institutes; - creating conditions for the introduction of a 12 year model of secondary education; - opening of Nazarbaev Intellectual schools; - work of specialized schools for gifted children with instruction in three languages and training of personnel for them.

However, as noted above, the most popular issues are related to training highly qualified teaching staff and administrators of educational institutions in postgraduate and doctoral programs with the implementation of external quality control of education; lack of regulatory framework and targeted training of teachers to work in 12 year schools; poor quality of educational services provided by small schools; insufficient development of inclusive education. There are problems with the formation of a three-level structure of teacher training based on a wise approach and maintaining appropriate documentation using the ECTS system and other principles of the Bologna process. In some universities, students of pedagogical specialties are trained in educational programs based on an obsolete educational paradigm that is not focused on meeting the needs of the labor market and students themselves.

The content of the EP should have a perspective of personal development of the graduate, which would create conditions for the formation of metacompetence (i.e. the student's ability to self-improvement and autonomous lifelong self-education). In this regard, the educational program should take into account the development of such competencies as

interpersonal communication, strategic leadership, readiness for change, risk identification, etc. The main unit of measurement of the quality of teacher education is the educational program for training future teachers. The educational program, in addition to its content, should reflect the necessary set of tools for achieving the quality and implementation of the EP. Important key competencies of a University graduate are the following:

K1. Application and practical thinking: apply knowledge in practice, model the process of effective implementation and achievement of local and strategic goals, develop critical thinking.

K2. Innovation, creativity and initiative to generate and use innovations in their professional activities for the strategic and situational response.

K3. Project activity, collaboration and leadership: show the ability to team work, to work with partners, to create an atmosphere of psychological comfort, to demonstrate the ability to compromise, to demonstrate ideas and their implementation in projects, to show distributed leadership (this is the ability to anticipate, understand the situation, ingenuity and the ability to establish relationships).

K4. Ethical and professional responsibility: academic integrity, professional ethics, responsibility for their own actions.

K5. Effective communication and language skills: successfully create a variety of communication in oral and written forms in Kazakh, Russian and foreign languages, conduct business correspondence with partners, the ability to get in touch with people of different personality and social status. K6. Awareness of modern problems: to interpret modern challenges related to globalization, the transition to the digital age, the growth of information flow and the strengthening of communication technologies.

K7. Time planning and time management: have the ability to effectively manage time in your professional activities and daily life. Priorities in the development of educational programs 'Philosophy' in the development of educational programs in the university is determined by the challenge of time and global trends in the development of modern teacher education.

It is aimed at ensuring the quality of professional training of competitive specialists in accordance with the requirements of the labor market, the expectations of students, and the academic policy of the university.

Thus, the urgent task is to change the paradigm of education, the use of a competent approach in education.

Materials and methods

In order to study this issue, a questionnaire and a methodology for analyzing the needs of the region for specialists in management education were developed within the framework of the international EDUCA project of the TEMPUS program. The study was conducted with the participation of representatives of the Ministry of education and science of the Republic of Kazakhstan, the Department of education of Almaty region, the non-profit organization Independent Agency for Accreditation and Rating, the Institute for advanced training and retraining of educational workers, managers and teachers of higher educational institutions, colleges, schools, including those preparing specialists for bachelor's and master's programs 6B011/7M011-Pedagogy and psychology. As a research method, this study uses a survey of teachers and managers of junior and middle levels including heads of departments, methodologists of educational institutions, as well as interviews with senior managers, heads of educational institutions, heads of departments of the Ministry of education and science, and the Department of education. Representatives of 10 public and 3 private institutions took part in the survey and interviews. The total number of respondents was 90 (65 people took part in the survey, 25 - in interviews).

The main objectives of the survey and interview were: - to identify the potential employment opportunities for graduates of pedagogical universities; - to determine the necessary competencies of heads of educational institutions and organizations; - to determine the need for training in pedagogical specialties in the framework of professional development and retraining programs.

Results

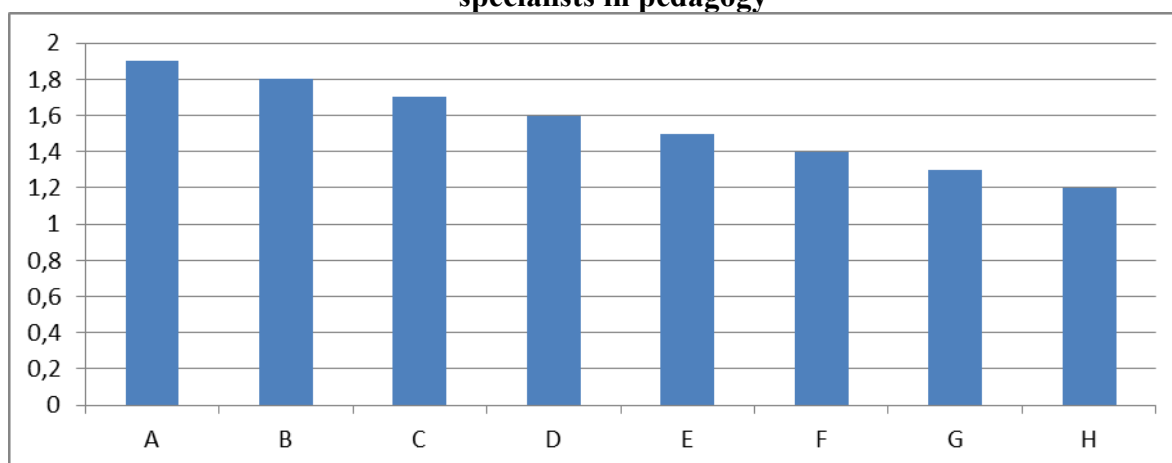
The study allowed: - to determine the competencies expected from graduates of the developed educational program; - to identify the educational needs.

If you pay attention to several questions conducted during the survey and interviews, it can be noted that the majority of respondents believe that the current training programs for specialists in pedagogical educational programs meet the state mandatory educational standard of the Republic of Kazakhstan, as well as the needs of education and society.

However, there are several views on the need to supplement program disciplines of an applied nature and increase the number of practices to consolidate theoretical knowledge and acquire professional skills.

As can be seen from the diagrams shown in figures 1 and 2, the respondents presented proposals for the development of educational programs through training modules that allow forming professional competence.

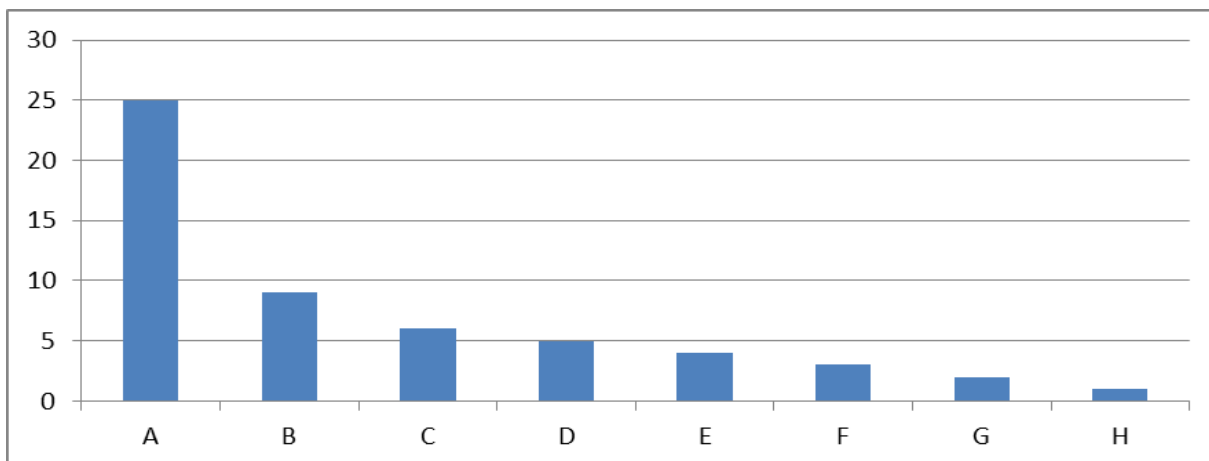
Figure 1 – Proposals for the development of educational programs for training specialists in pedagogy



Source: Prepared by the authors, 2020.

A-content of disciplines focused on the formation of practical skills. C-do not review. C-increase the number of hours and types of classes. D-increase the number of specialties. E-expand the elective component; grant universities with autonomy. F- focus disciplines on the formation of professional and personal qualities. G- preserve the integrity of components; increase the number of hours of foreign language; involve practitioners in the development of educational programs. H-programs ensure the formation of a communicative culture; communication skills; theoretical knowledge; implement the continuity of educational programs at levels; link theory and practice; better use of modern educational learning technologies; use the experience of foreign countries; include specialization.

Figure 2 – Priority areas of training of pedagogy specialists.



Source: Prepared by the authors, 2020.

A-formation of professional competencies. B- can't answer. B-practical component. D-humanization of education. E-formation of managerial competencies. F - use of information technologies; foreign experience; formation of research competencies. G-increase the number of hours for practice. N- formation of creative competencies, I agree with this.

Among the competencies required by a modern specialist in pedagogy, the opinions of teachers and managers of lower and middle levels allowed placing them in order of priority: - professional; - social and communicative; - managerial; - research; - informational, analytical; - general cultural, humanistic and technological.

However, according to top managers, a similar list of competencies is arranged in descending order of priority as follows: - professional; - social and communicative; - managerial; - research; - personal; - analytical; - reflexive; diagnostic; prognostic; - design; technology; information.

In the presented ranked lists of competencies, they have a good ratio for all groups of respondents.

Among the main obstacles in the training of specialists in pedagogy and psychology, respondents note a low level of practical skills, low motivation for professional growth, poor development of creative abilities, as well as socio-communicative and managerial competencies. At the same time, educational organizations and institutions still have fairly high prospects of employment in the secondary and post-secondary education sector.

Based on the results of the study of the resolution on the training of teachers and heads of educational institutions, an analysis of the needs of the region, an analysis of scientific

papers and documents on teacher education and education management in Kazakhstan was conducted.

The purpose of the educational program is to prepare a master's degree on the basis of a multi-level system with various opportunities for building a teacher's career not only in the academic, scientific, but also in the administrative spheres.

Goals of the educational program: - implementation of the social procurement of the society for the development and formation of students' personalities; - improving the quality of education in accordance with national and international standards; - development of advanced pedagogical technologies and their implementation in practice; - formation of professional ethics and management culture in education; - organization and conduct of research activities in pedagogy, psychology and management education; - to provide a high level of professionalism, the ability to think creatively, guaranteeing professional mobility and adaptation to the requirements of the international labor market, the needs and skills of independent creative development of new knowledge throughout an active life.

A special feature of the educational master's program is the focus on professional management that justifies the global trends in economic development and education, changes in consumer demand for educational services.

To implement this educational program, the partner institutions participating in the TEMPUS IV international project 'Modernization and development of educational programs in pedagogy and education management in Central Asia (EDUCA)' have agreed and developed the following: - competence map of the educational program; - disciplinary competence map; - description of training modules; - a set of knowledge and skills for each discipline of the module; - specification for each discipline including the purpose, content and expected results for each course topic, methods of teaching and learning, evaluation of learning outcomes, and recommended literature; - teaching materials (SHKUTINA, SANKHAEVA, 2014).

The program is designed to meet the requirements of education managers. It improves the skills of managers in identifying and structuring problems, collecting and analyzing information, finding alternative solutions, and choosing the best option from several alternatives.

Discussion

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The priorities for the development of educational programs are as follows:

- improvement of the educational program in accordance with the updated content of education to make a competitive specialist teacher, ready for continuous professional growth, social and professional mobility;
- design and implementation of educational programs based on the synthesis of educational and research activities in order to improve the scientific content of educational programs;
- practical focus of educational programs, methods and evaluation of students' learning outcomes in order to form practical skills necessary for the successful completion of professional activities for graduates;
- interdisciplinarity of educational programs to form competent teachers who are able to solve complex complex problems at the intersection of various fields of activity;
- benchmarking of educational programs of leading foreign pedagogical universities;
- providing in-depth language training and developing graduates' skills in using modern information and communication technologies, as well as entrepreneurial skills;
- creating a unique educational environment that provides all the necessary conditions (educational, supply of equipment, informational, etc.).

The structure of the educational program includes a description of the academic environment, learning outcomes, and evaluation criteria. The content of the training programs provides for a modular construction and a description of the formed competencies in accordance with the Bloom taxonomy. Educational programs take into account the requirements of the professional standard 'Teacher', as well as the wishes and recommendations of employers. It is important to form students' understanding of what key competencies would be acquired and what is the potential of the program in terms of employment opportunities for graduates. In this regard, it is recommended to develop the structure of the educational program together with employers, experts, social partners, and other stakeholders. The formation of professional and special competencies in the structure of the EP was carried out according to the following algorithm:

- Drawing up a list of main employers.
- University forms a list of competencies in this area of training on the basis of the professional standard 'Teacher'. It forms the basis for building requirements

for professional competence of teachers and is 'intended for the formation of educational programs' (ATAMEKEN, 2017, p. 1). experience of the teaching staff; expert recommendations; reviews of graduates; expectations of students.

- Survey of employers and processing of the results.
- Analysis of results, allocation of the most important competencies noted by the majority of employers.
- Selection of core competencies and selection of target training areas.

In general, the structure and content of the developed program should be balanced not only with the academic policy of the university, but also with the regional context of the development of the region as a whole. The activity of a pedagogical university should form a socio-cultural image of the entire region.

Conditions and resources for implementing educational programs during training. Students need educational resources that can be both material (libraries or computers) and human (mentors, advisors, and other tutors). When allocating, planning and providing educational resources, it is necessary to take into account the needs of various groups of students (international students, students with special educational needs) and the trends of student-centered learning.

The success of the EP is ensured by many factors, among which the most important are: - high-quality personnel with appropriate qualification; - expansion of the practice of attracting practical teachers, foreign scientists, academic exchange of teaching staff and school teachers to educational activities; - improved partnerships with employers, expanded practice of joint departments and centers, the use of businesses in education, training, and practical studies based on them; - modernization of resource support of educational programs; increased ratio of classrooms with modern material and technical equipment appropriate to the discipline (including multimedia); modern equipment for all training laboratories.

Ensure the development of students' academic careers in accordance with the interests of students and university programs. It is important that the academic policy and educational process are implemented consistently and transparently.

For a unique pedagogical university, an important criterion for its success should not be the name, but the quality of work measured by the opinion of graduates themselves, their employers and independent experts. The pedagogical university should have a unique training

program for teachers with research laboratories, where the educational process provides a research approach, applied nature and would be aimed at obtaining the necessary professional knowledge in life. Comprehensive, joint and purposeful work of the pedagogical university together with social partners would lead to a synergistic effect in the training of competitive teachers.

Conclusion

Thus, the results of the study made it possible to make changes in the structure of teacher education including the training of managers in the education system. Another result is a new approach to the training of teachers based on a multi-level system with various opportunities to build a trajectory of career development in the education system, including in scientific, academic and managerial areas. All this updates the teacher training programs. The used methodology for the development of educational programs focused on the European frame of qualifications of graduates and the development of training programs and modules on the basis of the ECTS system would ensure integration of the Kazakhstan education system into the world educational space. The educational programs developed on the basis of international experience and focused on real regional needs would ensure their sustainability and relevance among students and this would result in qualified management.

EFFICIENT IMPLEMENTATION OF EDUCATIONAL PROGRAMS IN THE PEDAGOGICAL UNIVERSITY

ABSTRACT: The study presents new approaches to the diversification of educational programs of the pedagogical university, the purpose of which is improving the quality of professional training of teachers in the context of updated educational content. It also analyzes the current state of education in Kazakhstan, describes the achievements and problems in this field. The content of educational programs provides successful training and makes modern teachers competitive in the labor market. It takes into account the development of key competencies: interpersonal communication, strategic leadership, readiness to change, project activities, collaboration, ethical and professional responsibility, and effective time management. The main priorities of educational programs development are as follows: generalization of academic and research activities, development and implementation of educational programs based on practical orientation, interdisciplinarity, provision of in-depth language training, and creation of a unique educational environment. The content structure, creation algorithm, conditions and resources for implementing educational programs are outlined. The purpose of this paper is to define and solve the problem of education development.

KEYWORDS: educational program, learning outcomes, professional and additional competencies, demand.

IMPLEMENTACIÓN EFICIENTE DE PROGRAMAS EDUCATIVOS EN LA UNIVERSIDAD PEDAGÓGICA

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RESUMEN: El estudio presenta nuevos enfoques para la diversificación de los programas educativos de la universidad pedagógica, cuyo propósito es mejorar la calidad de la formación profesional de los docentes en el contexto de contenidos educativos actualizados. También analiza el estado actual de la educación en Kazajstán, describe los logros y problemas en este campo. El contenido de los programas educativos proporciona una formación satisfactoria y hace que los profesores modernos sean competitivos en el mercado laboral. Tiene en cuenta el desarrollo de competencias clave: comunicación interpersonal, liderazgo estratégico, disposición al cambio, actividades del proyecto, colaboración, responsabilidad ética y profesional y gestión eficaz del tiempo. Las principales prioridades del desarrollo de programas educativos son las siguientes: generalización de las actividades académicas y de investigación, desarrollo e implementación de programas educativos basados en la orientación práctica, interdisciplinariedad, provisión de capacitación lingüística en profundidad y creación de un entorno educativo único. Se describen la estructura del contenido, el algoritmo de creación, las condiciones y los recursos para implementar programas educativos. El propósito de este trabajo es definir y resolver el problema del desarrollo educativo.

PALABRAS CLAVE: programa educativo, resultados de aprendizaje, competencias profesionales y adicionales, demanda.

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