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**DOMESTIC AND FOREIGN EXPERIENCE
OF EDUCATIONAL AND METHODOLOGICAL ENSURING QUALITY
OF TRAINING OF FUTURE EXPERTS
(on the example of Al-Farabi KazNU
and the Erzincan university Binali Yildirim)**

Questions of quality of training of social teachers remain in the center of attention of scientific research and practice of management of education, as from a year – a year of the quantity of grants, on this specialty grows, demand for competent social teachers grows in regions, control from the state amplifies and employers also the volume of problems with which social teachers face and work increases. Moreover, innovative processes in education, at any approach to their assessment, regard a problem either maintaining the existing level of quality of education, or achievement of higher level as of paramount importance.

The purpose of this article is to give a comparative review of the features and content of the teaching and methodological support of the quality of education at universities in Turkey and Kazakhstan. The main research methods are theoretical methods of analysis, systematization, and generalization. In general, the comparative review presents empirical material are collected during a scientific internship at the Binali Yildirim University in Erzindzhan at the Faculty of Education. Significance: the results of the study can be useful for managers and managers of the education system, for university teachers to adjust the content and technologies of training future specialists.

Key words: quality of training, educational and methodical providing, curriculum, syllabus, textbook.

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**Болашақ мамандарды даярлау сапасын
оқу-әдістемелік қамтамасыз етудің отандық және шетелдік тәжірибесі
(Әл-Фараби атындағы ҚазҰУ және
Бинали Йылдырым Эрзинджан университеті мысалында)**

Әлеуметтік педагог маманын дайындаудың сапасы ғылыми зерттеулер мен білім беруді басқарудың тәжірибесінде айқын назарға ие, себебі, бұл мамандыққа жыл сайын бөлінетін мемлекеттік гранттар саны артуда, аймақтарда мықты әлеуметтік педагог мамандарына сұраныс көбеюде, мемлекет және жұмыс беруші тарапынан бақылау күшейіп, әлеуметтік педагог атқаратын жұмыс пен мәселелер ауқымы кеңеюде. Одан бөлек, қазіргі білім берудегі жаңашыл үдерістер, қандай баға берсенде, білім беру сапасын не сол деңгейде сақтайды, не болмаса одан әрі дамытуға талпынады.

Бұл мақаланың мақсаты Түркия және Қазақстан университеттерінде оқытудың оқу-әдістемелік қамтамасыз етудің сапасының ерекшеліктері мен мазмұнына салыстырмалы талдау жасау болып табылады. Зерттеудің негізгі әдістері талдаудың, жүйелеудің, жалпылаудың теориялық

әдістері болып табылады. Жалпы алғанда салыстырмалы талдауда Бинали Йылдырым атындағы Эрзинджан университетінің білім беру факультетінде ғылыми тағылымдамадан өту барысында жинақталған эмпирикалық материалдар ұсынылған. Мақаланың мәнділігі: зерттеудің нәтижесі білім беру жүйесінің басқарушылары мен менеджерлері, университет оқытушылары үшін болашақ мамандарды оқытудың мазмұны мен технологиясын түзетуде пайдалы болуы мүмкін.

Түйін сөздер: оқыту сапасы, оқу-әдістемелік камтамасыз ету, оқу жоспары, силлабус, оқулық.

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Отечественный и зарубежный опыт учебно-методического обеспечения качества подготовки будущих специалистов (на примере КазНУ им. аль-Фараби и Эрзинджанского Университета Бинали Йылдырым)

Вопросы качества подготовки социальных педагогов остаются в центре внимания научных исследований и практики управления образованием, так как из год в год растет количество грантов на данную специальность, растет спрос на компетентных социальных педагогов в регионах, усиливается контроль со стороны государства и работодателей и увеличивается объем проблем, с которыми сталкиваются и работают социальные педагоги. Более того, инновационные процессы в образовании, при любом подходе к их оценке, во главу угла ставят именно проблему либо сохранения существующего уровня качества образования, либо достижения еще более высокого уровня.

Целью данной статьи является проведение сравнительного обзора особенностей и содержания учебно-методического обеспечения качества обучения в университетах Турции и Казахстана. Основными методами исследования являются теоретические методы анализа, систематизации, обобщения. В целом в сравнительном обзоре представлен эмпирический материал, собранный в ходе научной стажировки в Эрзинджанском университете Бинали Йылдырым, на факультете образования. Значимость: результаты исследования могут быть полезны для управленцев и менеджеров системы образования, для преподавателей вузов для корректировки содержания и технологии обучения будущих специалистов.

Ключевые слова: качество обучения, учебно-методическое обеспечение, учебный план, силлабус, учебник.

Introduction

The scientific-technological development of the world countries, globalization processes erase borders of the general and special in National Education Systems (NES). Nevertheless, when the question concerns quality and competitiveness of an education system, we often rely on the generalized foreign experience of the leading countries of the world. E.I. Brazhnik notes that now in the content of comparative researches the latitude of the research field is observed: from studying of pedagogical process in concrete educational institution to case global studies on the world history of education and pedagogical theories of the different countries (Бражник, 2002) [1].

The prominent English comparativist B. Holmes sees the key task of comparative pedagogy as “striving to better understand domestic education systems and promote education reform not on the basis of fads and prejudices, but in the light of carefully collected data and analysis of problems facing national governments” (Voskresenskaya, 1991: 54).

Proceeding from the above it is possible to say, that the methodology of comparative pedagogics allows to compare the main regularities and trends of development of the theory and practice of pedagogics in the different countries and regions; to open a ratio of their general trends, national and regional peculiarities, to reveal ways and forms of mutual enrichment of national and state educational systems by means of use of foreign experience by them.

Kazakhstan and Turkey are partners in the trade, economic, investment, industrial, transit, and transport, cultural and humanitarian spheres. A lot done in the field of education: this is construction, and financing of special educational institutions, increasing academic mobility of students, inviting Kazakhstani applicants to study in Turkey and much more.

One of the partners of Kazakhstani universities is the University of Erzindzhan Binali Yildirim, established in 2006 and dynamically developing its position in the educational services market. The university has 10 faculties, 3 research institutes and a network of 4-year schools offering undergraduate programs. The university is included into As-

sociation of the European universities (EUA), into network of the Black Sea universities, has the developed system of campuses and infrastructures for students (<http://www.ebyu.edu.tr/en/>) [3]. The faculty of education, which is carrying out purposeful preparation of pedagogical shots, was of interest to our research.

Research methodology

Now in pedagogical science at a research and comparison of education systems and the processes happening in them system approach is used. System approach to assessment of foreign pedagogical experience assumes consideration of both the separate invariant and integrative parties of educational process, and complete coverage of education systems of various countries or regions in their unity and internal communications. The following approach which often used in comparative researches – culturological approach. At the same time, comparison of formation of the different countries with various cultural scenarios leans on cultural prerequisites (Kosovskaya, 2005) [4].

However, modern approaches of comparative science are not limited only to comparison of the separate directions. In the majority, these researches try to explain internal and external factors of development. At the same time, the researcher can rely on use of variety of empirical, functional, analytical, statistical methods of the analysis as opposed to the traditional descriptive methods of comparison based on schemes of type: “the country – the country”, “social institute – social institute” and others.

The methodology of comparative information-comparative studies, do not pretend to the inclusiveness of the subject of comparison, study reality and can combine empirical and theoretical levels of analysis, formulate generally valid judgments for making specific practical decisions. Such research can concern three types of scientific results: the first explains a possibility of direct loan of this or that social model. The second reveals a possibility of transfer of mechanisms of social innovations. The third reveals those conditions, which need to be creating, and those factors, which can be changing that the system received new quality (Mandal, 2016: 86-87).

In our study, we attempted to use the potential of information comparativistics, which allows us to compare empirical data revealing the main processes occurring in the teaching and methodological assurance of the quality of teacher training.

Theory of a question

Each university and HEI usually develops their card of quality control and monitoring system of educational process and approves an order of its organization.

Thus, ENQA in the course of focus-group research and survey, study of processes suggests paying attention to the following particular parameters, such as the level of satisfaction with students and graduates of past years:

1. Scientific and professional content of courses and seminars;
2. Learning methods;
3. Evaluating methods of educational achievements;
4. The quality of administrative services;
5. The quality of teaching prestigious teachers and scholars
6. Awards (other than academic achievements) (NICOLESCU, 2010) [6].

William F. Massy at assessment of processes of teaching and training emphasizes that the effectiveness estimated in terms of five sub processes; each sub-process described as questions that can be set to institutes, faculties, departments or certain employees. However, these questions do not mean applicability all of them in any concrete situation. Nevertheless, they can become a reference point for the organization of improvement of administrative processes.

1. Design of training programs (what processes reconsidered, and improved during design of the training program): how materials of subject matters from a position of employers, the current estimates and results of last students complemented? What does department, faculty for this purpose, does? How are provided different interests on an entrance? How is provided internal integration communication in the scientific environment?

2. Pedagogical design (what will be processes improved by means of methods of teaching and training): in what measure teachers actively use pedagogical methods? Understanding of features of a pedagogical method? How do pedagogical methods change? Do they get sufficient advantage information technologies?

3. Quality of realization (processes, connected how employees carry out the teaching duties): how the wide definition “training” is? Whether includes a work method in audience out-of-class work of the student and assessment of educational achievements of pupils (including feedback about estimates)? What incentives for good teaching? What deter-

rents? How do learn to use estimates? As far as they are widespread among teachers within mutual improvement process?

4. Assessment of results (as employees, departments do monitoring of progress of students for determination of interrelation of results of assessment for improvement of teaching and processes of training): in what degree do scientific divisions use traditional methods of assessment for assessment of effectiveness of teaching and training? In what degree scientific divisions do I use nonconventional methods of assessment? Do feel responsible for the timeliness of making changes identified by the assessment, as appropriate?

5. Resource provision (human, technical and financial resources necessary for quality): how the resources allocated in terms of ensuring the quality of teaching and learning? What are the processes for recruiting, promoting, and ensuring the quality of teaching and learning? What are the mechanisms for promoting quality assurance? To what extent do universities provide technical assistance and training for employees who want to improve the quality of their teaching? To what extent do staffs use these resources? (William, 1996) [7].

In general, domestic and near-abroad researchers, speaking of teaching and methodological support, often use different terminology – “comprehensive methodological support”, “educational and methodical complex of the discipline (specialty), “didactic complex”, etc. Some reduce the content of educational – methodological support to the educational and methodological support of the discipline, not covering the entire main educational program as a whole. Only a small part of the work is devoted to the content of the educational and methodological support of the main educational program, but they do not provide scientific substantiation of the content and structure of the educational and methodological support as a pedagogical phenomenon. Yu.L. Kamasheva defines two approaches to the definition of the concept of teaching and methodological support: the supporters of the first understand the set of methodological documents as the teaching and methodical support, and the representatives of the second – the methodical means (Kamasheva, 2008) [8].

Results of comparative analysis

Both Kazakhstan and Turkey annexed to Bologna Process. According to the undertaken obligations, for example Kazakhstan, has to carry out a number of actions till 2020: ensuring “transpar-

ency”, maximum comparability due to wide circulation of the same educational cycles; introduction of a uniform system of the educational credits (test units), identical forms of fixation of the received qualifications and their mutual recognition, formation of the developed structures on ensuring quality of training of specialists, etc. (Высшее образование Казахстана..., 2014) [9].

Turkey also seeks to provide competitiveness of the educational programs. It should be noted that all universities and the organizations of the higher education work under the auspices of Council of the higher education (YÖK) founded by Law No. 2547 of November 6, 1981. Except Council for the higher education Interuniversity, council and Committee of rectors of the universities operate on the national level. The first deals mainly with issues of educational process, researches, publications, recognition of diplomas and academic degrees, etc. The committee of the rectors used as advisory body in the solution of the academic questions at Council for the higher education and Interuniversity council.

Educational and methodological activities in Kazakhstan are regulated by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 16, 2008 No. 353 “On measures to improve educational and methodical work in the system of higher and postgraduate education (with amendments and additions as of September 25, 2017, order number 478). In order to coordinate the activities of higher educational institutions in ensuring the quality and development of education, as well as the participation of pedagogical, scientific and academic workers, representatives of employers in the development of educational programs, Teaching and methodical associations (hereinafter – TMA) are created. Thus, the Teaching and Methodological Section of the Republican Educational and Methodological Council on humanitarian and natural science specialties of higher and postgraduate education of the Ministry of Education and Science of the Republic of Kazakhstan created with the aim of attracting faculty, scientists and specialists to work together on educational and methodical work. In addition, information support of the educational process and support of educational programs of all levels and forms of higher and postgraduate professional education. TMC of RTMC solutions on issues within its competence are executive for members of the TMC of RTMC, and for other universities – advisory and introduced into practice by orders and instructions of the Ministry of Education and Science of the Republic of Kazakhstan, orders of heads of higher educational institutions (or their structural divisions) (kaznu.kz) [10].

Together the Ministry of Education and Science of the Republic of Kazakhstan and Atameken conducts a rating of educational programs of universities. In 2018, out of 2 thousand educational programs, the rating covered 784 programs in 33 specialties. In the framework of the first stage, 114 universities of Kazakhstan took part in the program. In compiling the ranking, the relevance of the literature used, the ratio of study time to the subjects studied, the relevance and novelty of the subjects taught became important criteria. The criteria for the coordination of educational programs with the association of employers, investment in educational programs, international accreditation, as well as the presence of practical experience among teachers considered secondary (vkgu.kz) [11].

As the analysis of the activities of universities (on the example of the Kazakh National University named after Al-Farabi and the University of Erzdzhan Binali Yildirim) shows, the main forms of instruction in high school are lectures, seminars, laboratory work. A system of credit units used to determine the workload of a student.

Both in Kazakhstan and in Turkey the uniform structure of TMCD of specialty and discipline approved. Therefore, in Kazakhstan the teaching and methodical complex of discipline (TMCD) is a component of a uniform system of methodical documentation of higher education institution. It developed because of the approved curricula and programs, as well as regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan on the organization of the educational process and has the following structure:

- Title page;
- Contents or list of structural elements of TMCD;
- Standard discipline training program for compulsory subjects (copy);
 - Work curriculum;
 - Curriculum discipline for students – the program;
 - Lecture notes;
 - A list of demonstration materials, teaching aids (equipment, posters, slides, reagents, etc., maintenance program and multimedia works (depending on the content of the discipline);
 - Methodical recommendations for the study of the discipline;
 - Guidelines and recommendations on standard calculations, performance of design and graphics, control, laboratory work, course projects (works) (depending on the content of the discipline);
 - Materials for independent work undergoing training: texts homework, control tasks, standard calculations, didactic materials, etc.;

- The glossary is included in the structure of the TMCD, if necessary);
- Materials for knowledge control during the current, border control and final certification;
- Map of educational and methodological support of the discipline;
- List of specialized audiences, classrooms and laboratories (Нурманбетова, 2018) [12].

TMCD on disciplines of Turkey is similar to our TMCD. It contains the short description of study questions of a subject, theses of lectures, test questions with possible answers, the literature recommended on a subject, the auxiliary training material be presented in the application.

If to compare the content of disciplines, then it according to a formulation also concrete is more laconic. Comparison of the closest disciplines given below.

In general, the structure of syllabuses is similar to ours, i.e. contains the general informative part (where are reflected: the name of a subject, volume in the credits, a semester who reads training language), the purposes, in detail goes the description of results of training and the maintenance of a course. Further, there are recommended sources and ways of assessment in a subject and notes if those are available. The difference is only that the expected results of training formulated in a format of skills and competences with a binding on concrete subjects of discipline are in detail described. In addition, separate column specifies interrelation of sections or subjects of the program, which provide success of development of discipline (Eğitimde..., 2008) [13].

Comparison of the content of textbooks also revealed no particular difference. However, we noticed that each topic preceded by its structural-logical scheme, which facilitates the primary perception of educational material. In addition, inside theses of lectures, teachers often use a schematic depiction of material, various informational cards, illustrations, or historical drawings. Then at the end of the theses, there is a short glossary of used literature, recommended sources and links to films or Internet resources. Then a test questionnaire with five answers presented, and keys with answers immediately provided. The textbook is very informative, informative and illustratively rich. For example, the topic devoted to the development of a child contains a capacious, but at the same time, a short material describing the features of the fetal development of the child. It reads very easily, even without knowing the language; according to the respective illustrations, it is possible to understand what topic the book's content covers (Eğitim..., 2015) [14].

Table 1 – Comparison of the content of the disciplines “Psychology and human development” (2 credits) and “Education and psychology” (2 credits)

«Psychology and human development» (2 credits) is read in universities of Kazakhstan including the specialty «Social pedagogy and self-cognition» (on the example of the Kazakh National University named after Al-Farabi)	«Education and Psychology» (2 credits), read on the pedagogical specialties of universities in Turkey (on the example of the University of Erdizhan)
Discipline purpose	
Familiarization with the general basics of psychological knowledge, the formation of an understanding of the system of ideas about the development of personality and consciousness of a person throughout his life. In the course of studying, the course based on the category “psychological age”, historical variability and sociocultural conditionality of the mental development of the individual substantiated.	Understanding the essence of psychology as a science, determine its main characteristics, know the development of thought in the history of psychology and its fields, and explain the relationship between education and psychology.
The main content of the discipline	
<p>Psychology as scientific discipline. Structure of psychological knowledge and methods of a psychological research. Mentality and brain. General characteristic of the motivational and strong-willed sphere of the person. Motivational systems. General characteristic of the emotional sphere. Theories of will. Ontogenesis of will. General characteristic of processes of feeling and perception. Memory as the highest mental function. Thinking and speech</p> <p>Subject and object of a research in development psychology. Concept of age. Problem of a periodization of mental development. The neonatal period. Infant, preschool, preschool period. Crisis 1 year. Mental development in the early childhood. Symptomatology of crisis of three years. Readiness of the child for school. School period. Educational activity and mental development at younger school age. Preadolescent age. Physical and mental development at teenage age. Maturity period. Period of a gerontogenez.</p> <p>Researches of problems of development. B.G. Ananyev about development psychology problems. Characteristics of development of mentality in S.L. Rubenstein’s works. Modern researches of a problem of development. Problems of age development in foreign psychology.</p> <p>History of development of ideas of the nature of abilities. A role of inclinations in development of abilities.</p> <p>Concept of temperament, various ideas of the temperament nature in the history of psychology.</p> <p>Ideas of character in domestic and foreign psychology. Ratio of the concepts «character» and «personality», «character» and «temperament».</p>	<p>Basic concepts of the discipline. The concept of «development». Physical development. Cognitive development. Personal development. Moral development. Other areas of development and new development. Individual differences.</p> <p>Basic concepts of the psychology of learning. Classification of reactive learning technologies. Theory of adherence. The state of operational training. Socio-cognitive training. Gestalt theory in learning.</p> <p>Modern understanding of learning and information processing. Children with special needs.</p>

Conclusion

Theoretical and empirical analysis of legislative and regulatory documents, web site materials shows that in a short period of time Turkey has taken measures to introduce international standards and quality assessment mechanisms (ISO, TQM), accreditation of programs in foreign professional organizations (ABET), and Turkish Universities European Association of Universities (EUA). A full-scale activity

on the development of a quality culture in Turkey is associated with the creation of a national model for providing and evaluating the quality of education in accordance with international standards, where internal self-esteem takes priority (Газизова, 2010) [15].

Kazakhstan has also developed a national model of higher education that meets international standards and requirements. Thus, almost all universities of Kazakhstan signed the Great

Charter of Universities, on March 11, 2010, Kazakhstan became the 47th country member of the Bologna process (the first Central Asian state), since 2004 the new technology of organizing the educational process, which is ECTS-oriented, has been implemented the qualifications framework, compatible with the European Qualifications Framework, the European Register of Quality of Education (EQAR) was introduced; on May 31, 2012, a national register of accreditation agencies was created. He has legal implications for accredited universities and programs, develop their activities by the IAAR (“Independent Accreditation and Rating Agency”) and IQAA (“Independent Kazakhstan Agency for Quality Assurance in Education”).

Due to the established traditions, which expressed in the central role of the state in regulating, financing

and monitoring, Turkey’s higher school is more limited in autonomy and the curricula and programs are not sufficiently adaptive. While Kazakhstani universities have made significant progress in this direction.

At the same time, Turkish universities have gained considerable experience in introducing guardianship at all levels of university management, including in designing the content of specialist training, in developing partnerships with the business community and society. A great deal of attention in managing the quality of education is given to the problem of the quality of the academic resource of higher education, uniform requirements are developed for the quality of teaching, priority attention is paid to research activities, and strict conditions for the attestation of teachers remain.

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