

9. Rukhsar Sharif. *The relations between acculturation and creativity and innovation in higher education: A systematic literature review*//*Educational Research Review*. - Volume 28, November 2019, 100287. Binghamton University, New York, United States. ISSN 1747-938X.

10. Shweta Mishra. *Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students*// *Educational Research Review*. - Volume 29, February 2020, 100307. <https://doi.org/10.1016/j.edurev.2019.100307>

11. Laure Lu Chen, Sheena Mirpuri, Nirmala Rao, Nancy Law *Conceptualization and measurement of digital citizenship across disciplines* //*Educational Research Review*. – Volume 33, June 2021, 100379. <https://doi.org/10.1016/j.edurev.2021.100379>

12. D.A. Kalinin. *Trudnosti, ispytyvaemye prepodavatelyami v usloviyah distancionnogo obucheniya* // *Internet-zhurnal «NAUKOVEDENIE»*. Tom 7. №3. (2015). <http://naukovedenie.ru/PDF/30PVN315.pdf> (dostup svobodnyj). Zagl. s ekrana. Yaz. rus., angl. <https://doi.org/10.15862/30PVN315>

13. Gholson B., Craig S.D. *Promoting constructive activities that support vicarious learning during computer-based instruction*, *Educational Psychology Review*. 2006. № 18. R. 119-39.

14. Laurie E.C. Delnoij, Kim J.H. Dirckx, José P.W. Janssen, Rob L. Marten. *Predicting and resolving non-completion in higher (online) education – A literature review*//*Educational Research Review*. - Volume 29, February 2020, 100313. <https://doi.org/10.1016/j.edurev.2020.100313>.

UDC 911.3:339.137.2(574)

IRSTI 14.35.07

<https://doi.org/10.51889/2021-3.1728-5496.06>

Baitassov A.A.<sup>1\*</sup>, Sarkytkan K.<sup>1</sup>, Muzdybayeva K.K.<sup>1</sup>

<sup>1</sup>*Kazakh National Pedagogical University named after Abai, Almaty, Republic of Kazakhstan*

## THE WAYS FOR THE GLOBAL COMPETITIVENESS ENHANCEMENT OF KAZAKHSTAN IN THE SYSTEM OF HIGHER EDUCATION

### Abstract

Since gaining independence, Kazakhstan has been carrying out active reforms in the field of higher education. This, in turn, led to a systematic policy of transition to a market economy. The research work will include the current state of the higher education sector in Kazakhstan and further development provided for by the Bologna process. In the course of the study, several typologies will be identified to visualize how the education system in Kazakhstan has revolutionized. Analytical methods, such as pie charts and graphs, are also used to analyze research data. The study discusses the need to improve the quality of human capital by improving and modernizing the higher education system. Domestic higher education plays a vital role in the professional training of competent and globally competitive specialists for all sectors of the economy of Kazakhstan.

**Keywords:** global competitiveness of Kazakhstan, higher education system, universities, global trends, prospects, national economy, economic development.

А.А. Байтасов<sup>1\*</sup>, Қ.Сарқытқан<sup>1</sup>, Қ.К. Мұздыбаева<sup>1</sup>

<sup>1</sup>Абай атындағы Қазақ ұлттық педагогикалық университеті,

Алматы, Қазақстан Республикасы

## ҚАЗАҚСТАННЫҢ ЖОҒАРЫ БІЛІМ БЕРУ ЖҮЙЕСІНДЕГІ ЖАҢАНДЫҚ БӘСЕКЕГЕ ҚАБІЛЕТТІЛІГІН АРТТЫРУ ЖОЛДАРЫ

### Аңдатпа

Қазақстан тәуелсіздік алған сәттен бастап жоғары білім беру саласында белсенді реформалар жүргізуде. Бұл өз кезегінде нарықтық экономикаға көшудің жоспарлы саясатына алып келді. Зерттеу жұмысы Қазақстанның жоғары білім беру саласының қазіргі жағдайын және Болон

үдерісінде көзделген одан әрі дамуды қамтитын болады. Зерттеу барысында Қазақстанда білім беру жүйесінің қалай революцияланғанын визуализациялау үшін бірнеше типологиялар анықталады. Зерттеу деректерін талдау үшін дөңгелек диаграммалар мен графиктер сияқты аналитикалық әдістері де қолданылады. Зерттеуде жоғары білім беру жүйесін жетілдіру және жаңғырту арқылы адами капиталдың сапасын арттыру қажеттілігі туралы талқыланады. Отандық жоғары білім Қазақстан экономикасының барлық салалары үшін құзыретті және жаһандық бәсекеге қабілетті мамандарды кәсіби даярлауда өмірлік маңызды рөл атқарады.

**Түйін сөздер:** Қазақстанның жаһандық бәсекеге қабілеттілігі, жоғары білім беру жүйесі, университеттер, жаһандық үрдістер, перспективалар, ұлттық экономика, экономикалық даму.

Байтасов А.А.<sup>1\*</sup>, Саркытқан К.<sup>1</sup>, Муздыбаева К.К.<sup>1</sup>

<sup>1</sup>Казахский национальный педагогический университет имени Абая,  
г. Алматы, Республика Казахстан

## ПУТИ ПОВЫШЕНИЯ ГЛОБАЛЬНОЙ КОНКУРЕНТОСПОСОБНОСТИ КАЗАХСТАНА В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ

### Аннотация

С момента обретения независимости Казахстан проводит активные реформы в сфере высшего образования. Это, в свою очередь, привело к планомерной политике перехода к рыночной экономике. Исследовательская работа будет включать современное состояние сферы высшего образования Казахстана и дальнейшее развитие, предусмотренное Болонским процессом. В ходе исследования будут определены несколько типологий для визуализации того, как революционизировалась система образования в Казахстане. Аналитические методы, такие как круговые диаграммы и графики, также используются для анализа данных исследования. В исследовании обсуждается необходимость повышения качества человеческого капитала путем совершенствования и модернизации системы высшего образования. Отечественное высшее образование играет жизненно важную роль в профессиональной подготовке компетентных и глобально конкурентоспособных специалистов для всех отраслей экономики Казахстана.

**Ключевые слова:** глобальная конкурентоспособность Казахстана, система высшего образования, университеты, глобальные тенденции, перспективы, национальная экономика, экономическое развитие.

**Introduction.** The competitiveness of a country can be characterized as high, medium, and low. At a high level, it reflects the national economy's place in the international division of labour [1]. *But education was named one of the leading indicators of development in all countries of the world. Countries are striving to increase the level of competitiveness of their education system in order to stay ahead in global development and innovation.* Kazakhstan has made significant strides in reforming the higher education system by moving it towards a market-driven system. Since the country gain independence from the Soviet Union, there have been education reforms that have a huge impact on the education system. The National policy of Kazakhstan has aimed at education system reforms to meet international standards and also meet the needs of the modern competitive economy. The reforms in Kazakhstan's education system aim at bringing Kazakhstan to advanced positions in the world and also provide Kazakhstan with the nation's future and the development of human capital. The significance and importance of the work refer to the need to study and solve current problems of higher education development in Kazakhstan in order to ensure a new level of University education development, as well as the leading positions of Kazakhstan's higher education institutions in the global educational system. The modern development stage in Kazakhstan society includes but is not limited to the transformation of the education system. Denote that Kazakhstan state policy identifies that education and training as its main priorities [2]. To remain globally competitive, Kazakhstan universities and institutions of higher learning face the task of developing an education program that will churn out human resources for high tech industries of the future. To achieve this goal, Kazakh universities must follow the latest trends in

integration with the world education system. Over the past ten years, the Kazakhstan education system has undergone important structural changes; Universities are more autonomous in their management by receiving a high degree of autonomy in the determination of the education policy. This has led to a change of direction of university specialization and the creation of a competitive learning environment [3].

However, the increase of education competitiveness has been hampered by a myriad of challenges that include; the increase of company requirements for competitive and quality education, depending disparities between needs for labor and supply of education and labor market needs, lack of a mechanism for coordination of higher education, radical changes in learning technologies, increased competition of education services in the market and the need for strategic approaches to higher education.

Kazakhstan has carried out major education reforms to increase the country's global competitiveness [4]. The number of universities has grown after the government allowed the setting up of private universities in Kazakhstan. Currently, Kazakhstan has 139 high schools that educate more than 571,000 students annually. Empirically, the number of institutions to higher learning has increased from approximately 60 in 1991 to 139 in 2012. To enhance competitiveness, the private institution has the same rights and privileges as public universities [3]. The growth of institutions of higher learning in Kazakhstan is an indicator that the country's education competitiveness has increased over time. Kazakhstan citizens have the opportunity to access higher education for free but on a competitive basis as required by the government. Approximately 21% of students study under the state grant, while 41% study part-time in the evenings and weekends. There have been new principles of management based on strategic planning, the autonomy of the universities, and total quality management. Through the internet technologies, distance learning has been enabled as a form of online testing has been found to complement classroom learning. There has been the emergence of new methodologies that apply international standards in learning and teaching. A new institutional system for the entire education sector supported by a single quality control system has been rolled out.

Kazakhstan's government has increased the funding in the education sector, thus availing the much-needed resources to improve the global competitiveness of Kazakhstan's education system [4]. Moreover, there has been the development of academic and credit mobility and joint educational programs and research works. Besides, there has been the expansion of managerial and academic independence of institutions of higher learning by granting them autonomy. Moreover, there has been close interaction with the labor market through the universities hence strengthening the practical application and orientation of educational programs. The licensed higher education institutions have suitable material and technical know-how to carry a wide of programs that include technical and vocational education. Denoted that the state had ordered training for specialists in both public and private universities that will be accredited by the foreign and international agencies. The disbursement of funds is 98% effective annually. Allocation of funds in the science and technology sectors denote that the Kazakhstan government is committed to achieving competitive status in the education field. Kazakhstan holds the top ten rank in the UNESCO education development index. In the rank of human development index, Kazakhstan holds 56th position out of 188 countries with high HDI [5].

Kazakhstan's president had advised that educational grants be increased by 20,000 annually. Out of these grants, 11,000 will be directed to technical specialties, 5,000 to other specialties as dictated by the labor market, 3000 for master's students, and 1,000 for Ph.D. programs. However, the cost of training has increased by 50 % due to the high rate of absorption. The law also requires subsequent training of competent personnel while integrating science and innovation [6].

There has been engagement to strengthen the relationship between science and the commercialization of scientific results. The research works are poised to be implemented within priorities of science development.

Postulated that during 2018-2020, there have been 1096 science funded research projects and the implementation of 92 science funded programs. The business is actively involved in co-financing the grant projects. To bring Kazakhstan science into the sphere of research and development, there has been

an international scientific and technical collaboration with other developed economies through PPP mechanisms and participation in international scientific projects and joint lab research. From the empirical research above, it's evident that the Kazakhstan higher education system is poised to achieve global competitiveness due to innovation and promotion of science and technology [7].

**Methods.** *In accordance with the Statistics Committee of the Republic of Kazakhstan, there are currently 129 institutions of higher education (hereinafter as IHE) in the Republic, as well as branch campuses. In Kazakhstan, there 33 state IHE, 92 private IHE, and 4 foreign IHE.*

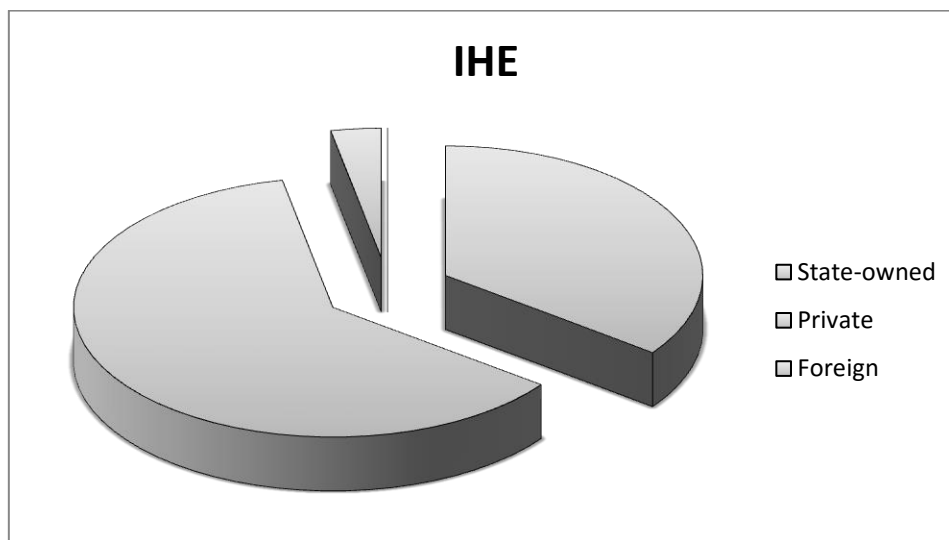


Chart 1 - Number of universities in Kazakhstan

In the current academic year, the number of students decreased by 4.6% compared to the previous academic year. In the current academic year, the institutions of higher education accepted - 152,789 people, the dropout rate for various reasons during the previous academic year before the termination of education constituted 115,186 people, the graduation rate constituted 153,627 people. Within the total number of students, 83% have a full-time mode of study, 7,3% - part-time mode of study, and 2% - evening tuition. 196,084 people receive education at the expense of state educational grants, which is 34% of the students' total number, and 380,473 people or 66% receive education on a fee-paying basis. The percentage of students that study in the state language is 64.9%, in russian – 29,6%, and in english – 5,5% [8].

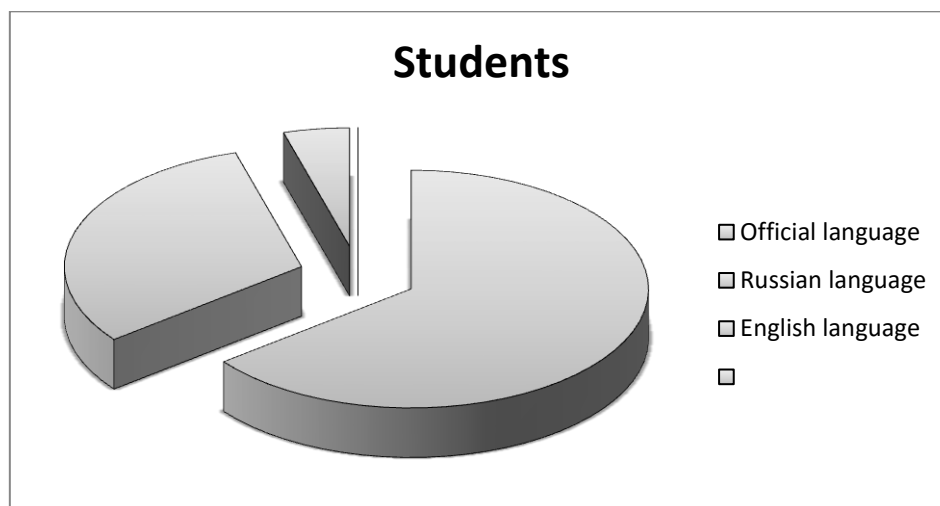


Chart 2 - Percentage of students in trilingual education

The main specialties that students study are technical (for example, oil exploration and oil production, metallurgy and Mechanical Engineering, Construction and Transport, Information Technology and ecology) and humanitarian: Regional Studies, International Relations, Translation Studies [9].

The Global Competitiveness Index is a global study and the accompanying ranking of countries around the world in terms of economic competitiveness. It is calculated according to the World Economic Forum methodology, based on a combination of publicly available statistics and the results of a global survey of company executives - an extensive annual study conducted by the World Economic Forum in conjunction with a network of partner organizations - leading research institutions and organizations in countries analyzed in the report [10]. For example, the World Economic Forum annually publishes the Global Competitiveness Report, which ranks countries in accordance with the Global Competitiveness Index. Under the report analysis in terms of global competitiveness for 2016-2017, 2018, and 2019, Kazakhstan consistently had 57th ranking position in the WEF Global competitiveness index in terms of the Education index [11].

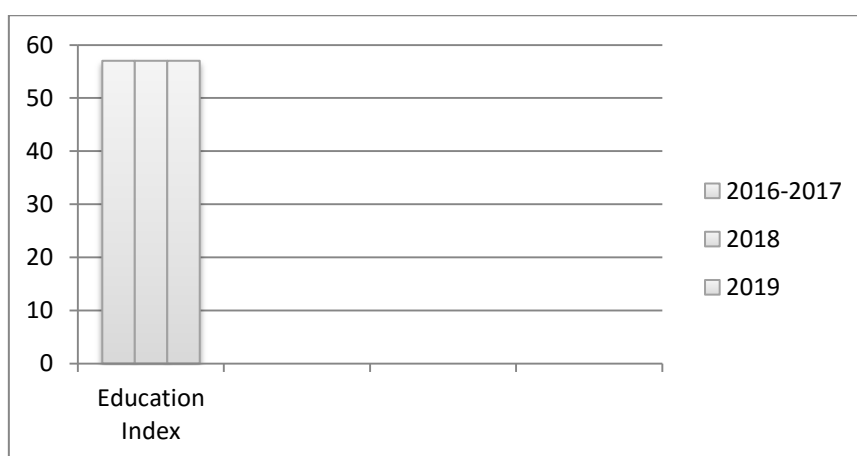


Chart 3 - WEF Global Competitiveness rating according to the education index of Kazakhstan

Now let's analyze the Global competitiveness report in accordance with the IMD World Competitiveness Ranking for 2016-2017, 2018, and 2019 by Education Index. In 2016-2017 Kazakhstan had 44th ranking position and in 2018 and 2019 – 40th [12].

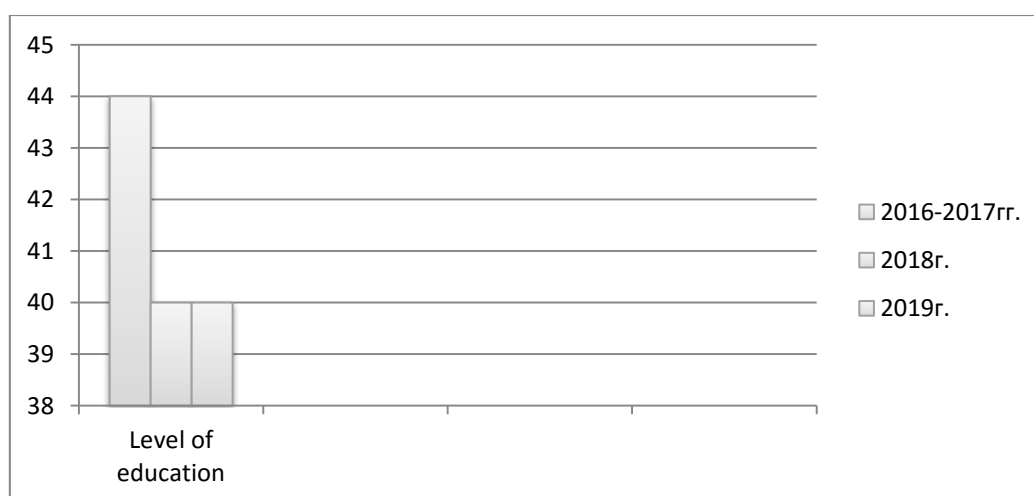


Chart 4 - IMD World Competitiveness Ranking by education index of Kazakhstan

Thus, the improvement in the quality of higher education in the Republic of Kazakhstan will contribute to the competitiveness enhancement of domestic universities as centers for the preparation of highly qualified specialists and their entry into leading positions on a global scale.

One of the main reasons for low labor productivity in Kazakhstan is the devaluation of domestic education: today, the growth in the number of specialists with higher education is not an indicator of the overall level of education in society. In accordance with the economic complexity index (Harvard University and the Massachusetts Institute of technology: The Atlas of economic complexity), which measures the total amount of knowledge contained in the economy of the country, gives Kazakhstan 64th ranking position out of 144 countries, while Belarus has 28th ranking position, Armenia - 44th, Russia - 45th, and only Kyrgyzstan - 66th [13].

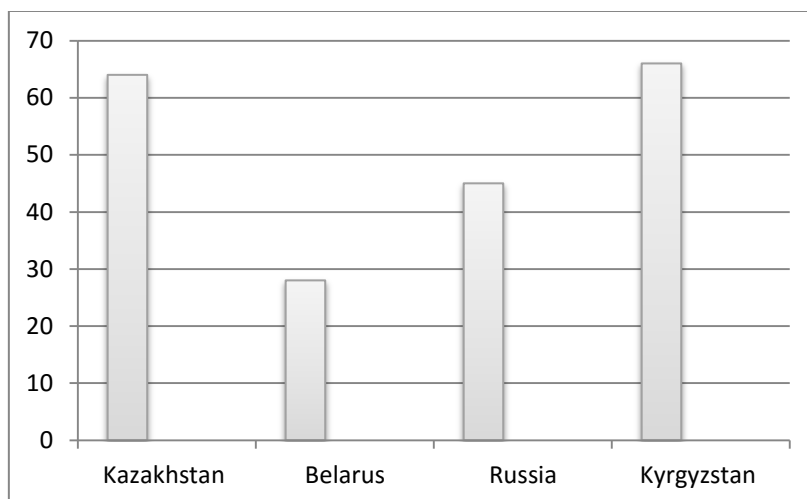


Chart 5 - Economic Complexity Index, which measures the total amount of knowledge

At the same time, the share of the population employed in the economy of Kazakhstan with higher, incomplete higher education constitutes 35% (in developed countries, on average, 44%), while the productivity of workers with higher education in Kazakhstan is on average at the same level as in case of workers without higher education.

Thus, the employees with higher education in 2019 produced a share of GDP in the amount of 13.3 trillion tenge, which is 39% of GDP, when in developed countries, the contribution of the employees with higher education is 70-80% GDP. This gap is a result of the raw-material-intensive economy of Kazakhstan, the country's low ability to produce more complex products, while in developed countries, a significant part of GDP relates to the scientific and technological progress and the innovative economy.

In turn, Kazakhstan needs to make qualitative changes in the process of higher education for the development of labor productivity in relation to workers with higher education and increase their contribution to the development of the economy.

**Results and Discussion.** In accordance with the analysis in relation to the international experience of developed countries, we can suggest the following perspective directions for the development of higher education in the Republic of Kazakhstan:

- Professional development of teachers. Consider the possibility for the establishment of a National Institute of Education, which will improve the quality of teaching in IHE; The study found that 80% of teachers preferred professional development than salary rais.

- The forecast analysis of new cooperation mechanisms within the educational cluster "education-science-business" with focus on the practical application of the obtained knowledge;

- The education system should be knowledge-based. However, the assessment of knowledge should be reviewed severally so that this system tests not only the level of theoretical knowledge, but also the ability for knowledge application in high levels of practice.

The state educational policy, advanced educational technologies applied within the educational system are of key importance, aimed at the improvement in respect to the quality of education and qualifications of specialists, as well as to ensure that the skills acquired in the course of training meet the needs of the labor market. A significant role in the improvement of the quality of education belongs to the development and implementation of new progressive educational technologies. Among the modern educational technologies of modern Kazakhstan, we should note the following: distance educational technologies; project and game educational technologies; information and communication technologies; student-centered education. Analysis has shown that 40% of student respondents preferred a blend of online learning and classroom learning.

In accordance with the international best practices in the field of new educational technologies under study, it is advisable to propose the following promising directions for the development and improvement of the quality of the domestic higher education system in Kazakhstan:

1) The study of the online education technologies potential in Kazakhstan in accordance with the example of countries such as the United Kingdom, Norway, and Russia. Further forecast analysis in respect to the unified national platform development, which will apply to the competent research, and focus on the development of new knowledge, cooperation between higher education and industrial areas for the use of mass open online courses for professional training. In particular, we should study the experience of the UK in all of the online courses unification within the offer of domestic institutions of education under a single brand at the state level;

2) The forecast analysis of individual subjects study and successful examinations through the educational platforms. Students can choose to take individual courses remotely through online courses of famous lecturers (Harvard, MIT, and others) by means of educational platforms and equate the credit for successful examinations to their general curriculum;

3) The study of experience in relation to the iHE by means of digital mini-diplomas "Open Badges," which allow you to accumulate and combine data on the completion of relevant online courses and confirm the reliability of the provided information ;

The increase in export of higher education services. One should note that the export of higher education services gives significant revenues to the leading countries in the application field of breakthrough educational technologies.

Thus, as a result of the effective application of advanced educational technologies in the teaching practice of Russian IHE in the long term, we can expect the improvement of the quality of educational services, as well as the increase in the number of personnel with a high qualification within the economy, and thus increase economic growth and increase state revenues from the export of services in the field of education.

**Conclusion.** From the study above its notable that The sphere of higher education is an important factor in order to ensure the quality of human capital. Therefore, it is necessary to improve the quality of human capital by the improvement and modernization of the system of higher education. Domestic higher education plays an essential role in the professional training of competent and competitive specialists for all sectors of the economy in the Republic of Kazakhstan. Unfortunately, the quality of training provided by IHE does not satisfy most employers. The educational programs do not always meet the expectations of employers and do not meet the needs of the national economy. The improvement of the quality of higher education will help solve the problem of employment and lack of qualified personnel. The higher education should focus on maximum satisfaction of current and future needs of the national labor market among the graduates. The best international practices show that the integrated scientific and educational structures provide training for high-quality specialists who are in demand on the labor market. One should consider science and education as a national asset that

determines the level of development and future of the country, and the state support within this direction is a strategic task.

It is necessary to further stimulate the influx of foreign students, teachers, and researchers to Kazakhstan in order to develop higher education and have a favorable impact on the country's economy as a whole. The mobility of teaching staff and students will facilitate the exchange of scientific research results and cooperation in the scientific and research field. The modern global trends define mass online courses, digital interactive training programs, and international educational communities as new trends in the learning process – the precursors of structural changes in the educational process. Despite the fact that these technologies are not able to replace classical education completely, however, this educational format has already opened many new ways and opportunities for a sound academic background.

#### References:

1. Azamat Baitassov, Kulyash Kaimuldinova, Gulmira Berdygulova, Kaster Sarkytkan, Sholpan Karbayeva (2021). *Methods For Teaching Kazakhstan's Global Competitiveness Through an Elective Course on Economic and Social Analytics For 11th Grade Secondary School Students. Review of international geographical education. Volume 11 No. 5 (2021), Page 349.*
2. Froumin, I., & Lisyutkin, M. (2015). *Excellence-driven policies and initiatives in the context of Bologna process: Rationale, design, implementation, and outcomes. In The European higher education area (pp. 249-265). Springer, Cham.*
3. Harman, G., Hayden, M., & Nghi, P.T. (2010). *Higher education in Vietnam: Reform, challenges and priorities. In Reforming higher education in Vietnam (pp. 1-13). Springer, Dordrecht.*
4. Schwab, K., & Porter, M. (2008). *The global competitiveness report 2008–2009. World Economic Forum.*
5. Schwab, K., & Sala-i-Martin, X. (2016, April). *The global competitiveness report 2013–2014: Full data edition. World Economic Forum.*
6. Onyusheva, I. (2017). *Analytical and managerial issues of human capital in conditions of global competitiveness: the case of Kazakhstan. Polish Journal of Management Studies, 16.*
7. Yakavets, N., & Dzhadrina, M. (2014). *Educational reform in Kazakhstan: Entering the world arena. Educational reform and internationalization: The case of school reform in Kazakhstan, 28-52.*
8. *Qazaqstanda qansha JOO jáne stýdent bar. 02.02.2021 [https://www.inform.kz/kz/kazakstanda-kansha-zhoo-zhane-student-bar\\_a3748245](https://www.inform.kz/kz/kazakstanda-kansha-zhoo-zhane-student-bar_a3748245)*
9. A.A. Baitasov (2019). *Increase of students from Kazakhstan to China on the way to increase the global competitiveness of human capital. Abai Kazakh National Pedagogical University. BULLETIN of Pedagogical sciences, №4(64), 2019, Page 47.*
10. Azamat Baitassov, Kaster Sarkytkan, Petya Dimitrova Sabeva (2019). *Studying the Kazakhstan and Bulgaria global competitiveness by WEF, IMD, WB indicators. Opción. Volume 35 (2019): Special Edition No. 24, Page 1419.*
11. *The World Economic Forum. <https://www.weforum.org/reports>*
12. *Institute for Management Development. <https://www.imd.org/research-knowledge/reports/>*
13. Kitagawa, F., Oba, J. (2010). *Managing differentiation of higher education system in Japan: connecting excellence and diversity. Higher Education, 59(4), 507-524.*

#### References:

1. Azamat Baitasov, Kúlásh Qaimoldinova, Gúlmira Berdigulova, Qaster Sarqytqan, Sholpan Qarbaeva (2021). *Orta mekteptiń 11 synyp oqýshylaryna arnalǵan ekonomikalyq jáne áleymettik analitika boıynsha elektivti kúrs arqyly Qazaqstannyń jahandyq básekege qabiletiligin oqytý ádisteri. Halyqaralyq geografialyq bilimge sholý. Kólemi 11 № 5 (2021), Beti 349.*
2. Frymin, I., & Lisutkin, M. (2015). *Bolon prosesi kontekstinde jetildirýge baǵyttalǵan saiasat pen bastamalar: negizdeme, ázirley, iske asyry jáne náttjeler. Joǵary bilimniń Eýropalyq keńistiginde (249-265 better). Springer, Cham.*



3. Harman, G., Heiden, M., & Nghi, P. T. (2010). *Vietnamdaғы joғary bilim: reformalar, máseleler jáne basymdyqtar. Vietnamdaғы joғary bilimdi reformalaýda (1-13 better)*. Springer, Dordrecht.
4. Shvab, K., jáne Porter, M. (2008). 2008-2009 jyldardaғы jahandyq básekege qabiletilik týraly baiandama. *Dúnejúzilik ekonomikalыq forým*.
5. Shvab, K., jáne Sala-ı-Martin, H. (2016, sáyır). 2013-2014 jyldardaғы jahandyq básekege qabiletilik týraly esep: derekterdiń tolyq basylymy. *Dúnejúzilik ekonomikalыq forým*.
6. Onúsheva, I. (2017). *Jahandyq básekege qabiletilik jagdayndaғы adamı kapitaldyń taldamalyq jáne basqaryshylyq máseleleri: Qazaqstan mysalynda. Polsha menedjment salasyndaғы zertteýler jýrnaly*, 16.
7. Iakoves, N., jáne Djadrına, M. (2014). *Qazaqstandaғы bilim berý reformasy: álemdik arenaға shyǵý. Bilim berý reformasy jáne internacionaldandyryú: Qazaqstandaғы mektep reformasynyń mysaly*, 28-52.
8. *Qazaqstan kansha JOO iane student bar. 02.02.2021 j.* [https://www.inform.kz/kz/kazakstanda-kansha-zhoo-zhane-student-bar\\_a3748245](https://www.inform.kz/kz/kazakstanda-kansha-zhoo-zhane-student-bar_a3748245)
9. Baitasov A.A. (2019). *Adami kapitaldyń jahandyq básekege qabiletiligin arttyryú jolyndaғы Qazaqstannan Qytaıǵa bilim alýshylardyń artýy. Abai atyndaғы Qazaq ulttyq pedagogikalыq yníversiteti. HABARSHY Pedagogika gylymdary seriasy, №4(64), 2019, 47 bet.*
10. Azamat Baitasov, Kýster Sarqytqan, Petá Dimitrova Sabeva (2019). *DEF, IMD, dúnejúzilik bank kórsetkishteri boıynsha Qazaqstan men Bolgarianyń jahandyq básekege qabiletiligin zerdeley. Opsia. 35-Tom (2019): № 24 Arnay basylym, 1419 bet.*
11. *Dúnejúzilik ekonomikalыq forým.* <https://www.weforum.org/reports>
12. *Menedjmentti damytý institúty.* <https://www.imd.org/research-knowledge/reports/>
13. Kitagava, F., Ekeyi De, Dj. (2010). *Japoniadaғы joғary bilim júesin saralaydy basqaryú: jetilý men ártúrliliktiń úlesimi. Joғary bilim, 59(4), 507-524.*

МРНТИ 14.05.35

<https://doi.org/10.51889/2021-3.1728-5496.07>

Абдиганбаров У.М.<sup>1\*</sup>, Жиенбаева Н.Б.<sup>1</sup>

<sup>1</sup> *Казахский национальный педагогический университет имени Абая  
г. Алматы, Казахстан*

## РЕАЛИЗАЦИЯ ИННОВАЦИОННОЙ ПРОГРАММЫ ЦИФРОВОЙ ТРАНСФОРМАЦИИ СТУДЕНТОЦЕНТРИРОВАННОГО ОБУЧЕНИЯ

### Аннотация

Данная статья выполнена в рамках проекта МОН РК ИРН АР08857119 «Трансформация студентоцентрированного обучения будущего учителя в условиях цифровой среды». Содержание статьи излагается в соответствии с требованиями государственного проекта «Цифровой педагог». Авторы акцентируют внимание на том, что образовательные программы нового поколения способствуют повышению профессиональной подготовки будущих педагогов. Раскрывается суть психологического обоснования идеи компетентностного подхода как средства трансформации студентоцентрированного обучения и интегрированного опыта цифрового образования в стране и за рубежом.

**Ключевые слова:** студентоцентрированное обучение, компетентностный подход; цифровое образование, инновационная программа, цифровые профессиональные компетенции, субъекты образовательного процесса.