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Наби Ы.А.
**ПРИНЦИПЫ ПРОЕКТИРОВАНИЯ СИСТЕМЫ ОБЕСПЕЧЕНИЯ
КАЧЕСТВА ВЫСШЕГО ОБРАЗОВАНИЯ НА ОСНОВЕ МОДЕЛИ EFQM**
Академия педагогических наук Казахстана

В статье обоснованы принципы проектирования системы обеспечения качества высшего образования на основе модели EFQM, учитывающие особенности модели в контексте тенденций развития систем обеспечения качества высшего образования. Выявлено соответствие разработанных принципов выделенным особенностям модели и ее критериям.

Ключевые слова: модель EFQM, системы обеспечения качества высшего образования, принципы проектирования

1 ВВЕДЕНИЕ

Анализ модели ISO серии 9001:2001, реализованной в системе высшего образования Казахстана, показал, что она построена на том, "что именно должна делать организация", и основным методом в стандартах ISO является аудит, поэтому результаты этого метода – это констатация факта соответствия или несоответствия с перечнем несоответствий, которые надо устранить [1]. По нашему мнению, применение только этих стандартов вынуждает организации образования ориентироваться на результаты проверки и своевременное устранение выявленных недостатков. Это обстоятельство является некоторым тормозом в совершенствовании образовательной деятельности.

В соответствии с Государственной программой развития образования Республики Казахстан на 2011-2020 годы [2] в перспективе будут реализованы принципы автономии вузов в академической, финансовой и управленческой деятельности, поэтому уже сейчас вузам необходимо самостоятельно разрабатывать инновационные механизмы обеспечения качества образования. Одним из таких механизмов, по нашему мнению, является внедрение Модели Совершенствования – модели EFQM [3]. Роль модели EFQM состоит в выявлении областей для улучшения, реализация которых повышает конкурентоспособность предприятия, поэтому результат внедрения модели – это оценка уровня зрелости как степени приближения к совершенной (идеальной) компании в рамках принятой модели с перечнем областей для улучшений, в которых можно осуществлять изменения.

На основании сказанного нами решается проблема проектирования системы обеспечения качества высшего образования на основе модели EFQM. Первоначальной задачей для нас является разработка методологических аспектов проектирования системы, обеспечивающая необходимое теоретическое обоснование технологиям проектирования, что будет являться важным условием их прогностической направленности и образовательной эффективности. В предыдущей работе [4] нами обоснована методика отбора методологических подходов к проектированию системы обеспечения качества высшего образования на основе модели EFQM. С учетом того, что к

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Process, the Erasmus program.

Academic mobility is an old phenomenon and it has already become a profile issue among the students and teaching staff. The number of countries involved has increased hugely in the last decades. This is a contemporary kind of mobility that enables students to acquire qualifications with a difference, enhance their employment chances and integrate into various communities.

There are two types of academic mobility: inside (within a domestic country) and outside (going abroad to study for a limited time). The question of mobility is a matter for universities and high education in its entirety and not just a matter of bringing new students into universities. Universities should be more interested in this process and seek their budgets in a globalized economy. Unfortunately, academic mobility suffers from cultural, socio-economic and academic barriers. In most cases it is rather difficult to enter the European higher education area but the appearance of the Bologna Process helps to lower these obstacles. As one of the crucial requirements of the Bologna Process, academic mobility means a possibility to transfer one university to the other one in order to experience, overcome national self-sufficiency. Students may get knowledge, improve their linguistic proficiency and find a promising job. Mobile students are frequently divided into free movers (students travelling on their own initiative) and program students (using exchange programs at department, faculty, institution).

Key principles of students mobility are: learning abroad in the frame of mobility programs is free of charge; students only carries the transport, accommodation, meal; medical assurance costs; students' home universities are obliged to recognize the credits got in the receiving university.

Academic mobility is two way round trip circuits from home institution to the host partner institution and back.

Nowadays, there are a great variety of mobility programs (the Erasmus program, ENEN, SICUE, UNITECH, Leonardo, GRUNDTVIG, COMENIUS) that enhance education quality and diversity.

One of the leading program is the Erasmus program. It is aimed at increasing attractiveness of European higher education fostering international cooperation, accelerating mobility for university students in the EU and worldwide. Paving the way to higher education policy for the EU, it has also provided European students scholarships and opportunities to get firsthand experience of studying in another European country.

In the mid-90s, only a few international advisers had an objective understanding of what student international mobility implied. Most started from scratch and spent the rest of decade and beyond trying to figure out how to internationalize their campus through international academic mobility. Many challenges and obstacles are however still standing to the free movement of students, teachers and researchers. Financing, recognition, language and cultural barriers, states regulations within the European Higher Education Area and outside EHEA, the quality of study period and many other legal or informal barriers to mobility should be removed and international opportunities related to mobility should be made public. Each person who wants to take part in one of the above mentioned programs should be aware of required



documents. Required documents guidelines: proof registration; transcript of records; draft study plan; motivation statement; your current CV; recommendation letter; passport; 12 month-rule declaration; letter of support of the host university and the home university; invitation letter.

The year 2013 is expected to be yet another year for international students' mobility worldwide.

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Korolyova V.K., Lavrushina E.G.
**ADDITIONAL OPPORTUNITIES OF LANGUAGE SKILLS
DEVELOPMENT FOR IT - SPECIALISTS BASED ON HIGHER
EDUCATION**

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This paper presents the results of the necessity to provide additional opportunities for language skills development in the formation of specialists in the field of IT-technologies. Various methods of the language training organization are also suggested.

Keywords: professionalism, training, foreign language, modular principle.

It is said nowadays, that educational institutions must prepare professionals in various fields but the definition of professionalism is often forgotten. The concept of "professionalism" reflects the degree of man's conquest of the psychological structure of professional sphere, which corresponds to the existing community standards and objective requirements. Professionalism is seen as an integral characteristic of a professional person (as an individual personality, and personality of the subject), which is manifested in the activity and communication. [1]

Professionalism is composed of formed competencies. According to the disciplinary approach, competence is shared to:

- multidisciplinary (natural sciences, the humanities, etc.);
- special, acquired in the study of special subjects (technical, economic, legal, etc.);
- interdisciplinary (communication, organizational, research).

However, we must at the same time understand that professional activity of a person - it is not only the achievement of his best performance, but especially his professional motivation, system of his aspirations, values, the meaning of work for the person itself. (Figure 1.)

There is the formation of various competencies in the learning process designed to develop the individual, not only professionally, but also in the moral, cultural, and spiritual ways, as without this it is impossible to speak of universally educated person able to exist in terms of modern society.



Professionalism		
Professional competence	Multidisciplinary competence	Interdisciplinary competence
Motivation		

Figure 1. Scheme of professional activity formation based on educational competence

To identify areas for additional training for the formation of professionals in IT-technologies there were conducted interviews and / or surveys of 102 people who study "Applied Informatics", "Information Systems and Technology" (1-5 courses) and 18 graduates and post-graduates of Information systems and applied informatics department. The results of this survey formed the basis of this research.

In analysis of the survey there were clarified the key directions necessary in the opinion of the students, for a more complete formation of professional knowledge and skills. Besides the purely professional and multidisciplinary areas of training, students also highlighted interdisciplinary area, which accounted for 13%. To raise the level of their knowledge of a foreign language in some way intended about 12% of the respondents, and willingness to study the characteristics of technical translation and business correspondence in English expressed 5% of respondents.

As shown by the above analysis of the data obtained through a survey of students, there is a need for educational programs with deep study of foreign languages, in addition to major special subject. These can serve as additional courses in the form of full-time and distance learning.

Owing to the request from the students as well as from the labor market for specialists with additional language training, it is appropriate to speak of the need for additional educational programs.

In forming such training programs, the willingness of students to correlate learning activities should be taken into account, which was also identified in the study based on interviews and / or questionnaires (286 respondents) enrolled in vocational training and technical direction of VSUES. The results of the survey presented in chart, form the desired distribution of educational activity in the study of English language for students in terms of the technical areas in VSUES (Figure 2.)

Organization of training opportunities is possible in the form of modules, which include thematic, informative and combined modules. Each module provides a list of topics that the student can choose, depending on his demand, i.e. there is a variety of choice. There is acquisition of knowledge and skills in a range of formation of specific competences in a separate module, providing fulfillment of specific job description that reflects the requirements of the labor market.

This approach to the training combines theoretical and practical training components, integrating them. At the same time, it provides a rethinking of the role and place of theoretical knowledge in the development of competencies, ordering and classifying them, which increases the motivation of students in their development. The peculiarity of such modular training is in flexibility of training programs because they offer individualized instruction for each student based on their level of knowledge and skills, and their previous experience by combining the required



modules. There is also the possibility of using the same modules in several courses. As requirements vary, necessary changes can be implemented, or individual modules in the programs can be replaced. Based on different combinations of modules the program can generate a variety of courses depending on the needs of students and their initial level (i.e., knowledge, skills and experience gained during the previous training or employment.)

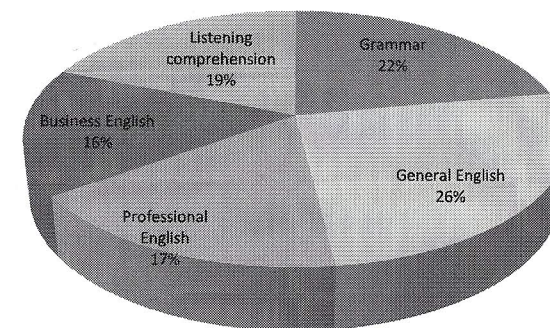


Figure 2. Correlation of learning activities to language training for students in terms of technical areas

The benefits of additional educational programs is in the ability to articulate the goals and objectives of training programs, in the individualization of the educational process and in preparing students for the real work in the formation of the standard, objective, independent conditions assess the quality of training programs development.

The benefits of additional educational programs are the following:

- ability to articulate the goals and objectives of training programs;
- individualization of the educational process;
- preparing students for the real work;
- formation of standard, objective, independent conditions for the quality assessment of the training programs development.

Among teaching methods, different forms of practice are preferred, allowing students to carry out their own specific actions and operations, involving the ability to bring in the proper form the result of their actions. These methods are implemented in the form of training activities that include problem lectures, interactive lectures, with predefined errors, sessions with the use of brainstorming, allowing the development of creative thinking and the ability to focus on a narrow issue.

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