

ISSN 2518-1483 (Online),  
ISSN 2224-5227 (Print)

2020 • 3

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
ҰЛТТЫҚ ҒЫЛЫМ АКАДЕМИЯСЫНЫҢ

# БАЯНДАМАЛАРЫ

---

## ДОКЛАДЫ

НАЦИОНАЛЬНОЙ АКАДЕМИИ НАУК  
РЕСПУБЛИКИ КАЗАХСТАН

## REPORTS

OF THE NATIONAL ACADEMY OF SCIENCES  
OF THE REPUBLIC OF KAZAKHSTAN

PUBLISHED SINCE 1944



ALMATY, NAS RK

Бас редакторы  
х.ғ.д., проф., ҚР ҰҒА академигі  
**М.Ж. Жұрынов**

Редакция алқасы:

Адекенов С.М. проф., академик (Қазақстан) (бас ред. орынбасары)  
Величкин В.И. проф., корр.-мүшесі (Ресей)  
Вольдемар Вуйцик проф. (Польша)  
Гончарук В.В. проф., академик (Украина)  
Гордиенко А.И. проф., академик (Белорус)  
Дука Г. проф., академик (Молдова)  
Илолов М.И. проф., академик (Тәжікстан)  
Кригер Виктор проф. (Германия)  
Леска Богуслава проф. (Польша)  
Локшин В.Н. проф., чл.-корр. (Қазақстан)  
Нараев В.Н. проф. (Ресей)  
Неклюдов И.М. проф., академик (Украина)  
Нур Изура Удзир проф. (Малайзия)  
Перни Стефано проф. (Ұлыбритания)  
Потапов В.А. проф. (Украина)  
Прокопович Полина проф. (Ұлыбритания)  
Омбаев А.М. проф., корр.-мүшесі (Қазақстан)  
Өтелбаев М.О. проф., академик (Қазақстан)  
Садыбеков М.А. проф., корр.-мүшесі (Қазақстан)  
Сатаев М.И. проф., корр.-мүшесі (Қазақстан)  
Северский И.В. проф., академик (Қазақстан)  
Сикорски Марек проф., (Польша)  
Рамазанов Т.С. проф., академик (Қазақстан)  
Такибаев Н.Ж. проф., академик (Қазақстан), бас ред. орынбасары  
Харин С.Н. проф., академик (Қазақстан)  
Чечин Л.М. проф., корр.-мүшесі (Қазақстан)  
Харун Парлар проф. (Германия)  
Энджун Гао проф. (Қытай)  
Эркебаев А.Э. проф., академик (Қырғыстан)

«Қазақстан Республикасы Ұлттық ғылым академиясының баяндамалары»  
ISSN 2518-1483 (Online),  
ISSN 2224-5227 (Print)

Меншіктенуші: «Қазақстан Республикасының Ұлттық ғылым академиясы» Республикалық қоғамдық бірлестігі (Алматы қ.).  
Қазақстан республикасының Мәдениет пен ақпарат министрлігінің Ақпарат және мұрағат комитетінде 01.06.2006 ж.  
берілген №5540-Ж мерзімдік басылым тіркеуіне қойылу туралы куәлік.

Мерзімділігі: жылына 6 рет.  
Тиражы: 500 дана.

Редакцияның мекенжайы: 050010, Алматы қ., Шевченко көш., 28; 219, 220 бөл.; тел.: 272-13-19, 272-13-18,  
<http://reports-science.kz/index.php/en/archive>

© Қазақстан Республикасының Ұлттық ғылым академиясы, 2020

Типографияның мекенжайы: «NurNaz GRACE», Алматы қ., Рысқұлов көш., 103.

Главный редактор  
д.х.н., проф., академик НАН РК  
**М. Ж. Журинов**

Редакционная коллегия:

**Адекенов С.М.** проф., академик (Казахстан) (зам. гл. ред.)  
**Величкин В.И.** проф., чл.-корр. (Россия)  
**Вольдемар Вуйцик** проф. (Польша)  
**Гончарук В.В.** проф., академик (Украина)  
**Гордиенко А.И.** проф., академик (Беларусь)  
**Дука Г.** проф., академик (Молдова)  
**Илолов М.И.** проф., академик (Таджикистан)  
**Кригер Виктор** проф. (Германия)  
**Леска Богуслава** проф. (Польша)  
**Локшин В.Н.** проф., чл.-корр. (Казахстан)  
**Нараев В.Н.** проф. (Россия)  
**Неклюдов И.М.** проф., академик (Украина)  
**Нур Изура Удзир** проф. (Малайзия)  
**Перни Стефано** проф. (Великобритания)  
**Потапов В.А.** проф. (Украина)  
**Прокопович Полина** проф. (Великобритания)  
**Омбаев А.М.** проф., чл.-корр. (Казахстан)  
**Отелбаев М.О.** проф., академик (Казахстан)  
**Садыбеков М.А.** проф., чл.-корр. (Казахстан)  
**Сатаев М.И.** проф., чл.-корр. (Казахстан)  
**Северский И.В.** проф., академик (Казахстан)  
**Сикорски Марек** проф., (Польша)  
**Рамазанов Т.С.** проф., академик (Казахстан)  
**Такибаев Н.Ж.** проф., академик (Казахстан), зам. гл. ред.  
**Харин С.Н.** проф., академик (Казахстан)  
**Чечин Л.М.** проф., чл.-корр. (Казахстан)  
**Харун Парлар** проф. (Германия)  
**Энджун Гао** проф. (Китай)  
**Эркебаев А.Э.** проф., академик (Кыргызстан)

Доклады Национальной академии наук Республики Казахстан»

ISSN 2518-1483 (Online),

ISSN 2224-5227 (Print)

Собственник: Республиканское общественное объединение «Национальная академия наук Республики Казахстан» (г. Алматы).

Свидетельство о постановке на учет периодического печатного издания в Комитете информации и архивов Министерства культуры и информации Республики Казахстан №5540-Ж, выданное 01.06.2006 г.

Периодичность: 6 раз в год.

Тираж: 500 экземпляров

Адрес редакции: 050010, г. Алматы, ул. Шевченко, 28; ком. 219, 220; тел. 272-13-19, 272-13-18,

<http://reports-science.kz/index.php/en/archive>

© Национальная академия наук Республики Казахстан, 2020 г.

Адрес типографии: «NurNaz GRACE», г. Алматы, ул. Рыскулова, 103.

**E d i t o r i n c h i e f**

doctor of chemistry, professor, academician of NAS RK

**M.Zh. Zhurinov****E d i t o r i a l b o a r d:****Adekenov S.M.** prof., academician (Kazakhstan) (deputy editor in chief)**Velichkin V.I.** prof., corr. member (Russia)**Voitsik Valdemar** prof. (Poland)**Goncharuk V.V.** prof., academician (Ukraine)**Gordiyenko A.I.** prof., academician (Belarus)**Duka G.** prof., academician (Moldova)**Iilov M.I.** prof., academician (Tadjikistan)**Krieger Viktor** prof. (Germany)**Leska Boguslava** prof. (Poland)**Lokshin V.N.** prof., corr. member (Kazakhstan)**Narayev V.N.** prof. (Russia)**Nekludov I.M.** prof., academician (Ukraine)**Nur Izura Udzir** prof. (Malaysia)**Perni Stephano** prof. (Great Britain)**Potapov V.A.** prof. (Ukraine)**Prokopovich Polina** prof. (Great Britain)**Ombayev A.M.** prof., corr. member (Kazakhstan)**Otelbayv M.O.** prof., academician (Kazakhstan)**Sadybekov M.A.** prof., corr. member (Kazakhstan)**Satayev M.I.** prof., corr. member (Kazakhstan)**Severskiy I.V.** prof., academician (Kazakhstan)**Sikorski Marek** prof., (Poland)**Ramazanov T.S.** prof., academician (Kazakhstan)**Takibayev N.Zh.** prof., academician (Kazakhstan), deputy editor in chief**Kharin S.N.** prof., academician (Kazakhstan)**Chechin L.M.** prof., corr. member (Kazakhstan)**Kharun Parlar** prof. (Germany)**Endzhun Gao** prof. (China)**Erkebayev A.Ye.** prof., academician (Kyrgyzstan)**Reports of the National Academy of Sciences of the Republic of Kazakhstan.****ISSN 2224-5227****ISSN 2518-1483 (Online),****ISSN 2224-5227 (Print)**

Owner: RPA "National Academy of Sciences of the Republic of Kazakhstan" (Almaty).

The certificate of registration of a periodic printed publication in the Committee of Information and Archives of the Ministry of Culture and Information of the Republic of Kazakhstan N 5540-Ж, issued 01.06.2006.

Periodicity: 6 times a year.

Circulation: 500 copies.

Editorial address: 28, Shevchenko str., of. 219, 220, Almaty, 050010, tel. 272-13-19, 272-13-18,

<http://reports-science.kz/index.php/en/archive>

**T.G. Malgazhdarova**

Academy of the Border Service of the National Security Committee  
of the Republic of Kazakhstan, Almaty, Kazakhstan.  
E-mail: [tmalgazhdarova@bk.ru](mailto:tmalgazhdarova@bk.ru)

## THE MEANING AND CONTENT OF THE MODERNIZING PROCESSES OF PEDAGOGY IN THE UNIVERSITIES

**Abstract.** Higher school pedagogy is based on the pedagogical science. This is the science of the pedagogical laws, the essence, principles, methods and forms of education, upbringing, development and professional training of the particular person, team with the interests of the successful activity. The emergence of higher school pedagogy is associated with the first associations of the people for joint life activity; in order to implement it, appropriate training was conducted. As an independent branch, pedagogy was formed only after the accumulation of the general and special pedagogical knowledge. Pedagogy reveals the most stable and significant relationships, dependencies between training, education, development and comprehensive training of the people and social groups. Studying the pedagogical aspects of the process of education (self-education), training, development, self-development and professional training of the people for the certain type of activity, higher school pedagogy substantiates the principles, methods and organizational forms of the educational work, recommendations, rules, management techniques, etc. Higher school pedagogy is a branch of the pedagogical science, which studies the pedagogical laws and means of organizing and implementing the higher educational process.

**Key words:** education, pedagogy, philosophy of education, Bologna process, doctorate, pedagogical process, pedagogical activity, self-education, training, self-education.

**The relevance of the topic.** In the Law of the Republic of Kazakhstan “About higher education”, its purpose is formulated as following: “Higher education provides the fundamental scientific, professional and practical training, obtaining educational and qualification levels for citizens in accordance with their vocation, interests and abilities, improving scientific and professional training, retraining and improving their qualifications”.

The education of students was understood as the diverse and regular changes in their individual psyche, resulting in the new qualitative state of the object. The process can occur along an ascending progressive or descending regressing line, in this case, the object degrades, loses the positive properties, without acquiring new ones [1].

From the point of view of the pedagogy, the students’ education is very purposeful, systematic and continuous process of improving mental, physical and professional activities with the help of appropriate educational material, influence and adequate organization of the educational process at the university. Science distinguishes between the general intellectual, moral, mental, physical and professional development of the person.

**Materials and methods of research.** General intellectual (mental) development has associated with the education and upbringing, aimed to developed understanding and mental actions, the ability to analyze, generalize and concretize the situation, pedagogical environment, the surrounding reality, and, if necessary, the ability to think outside the framework, making informed decisions. Moral development involves the acquisition, strengthening, set of the moral principles, norms, feelings, consciousness, ideals,

etc. Mental development is the development of the various systems of the individual psyche of the student [2]. Physical development means the high level of physical fitness, required for effective performance. It should be aimed during preparing of the young people for the productive work. Professional development of students is the process and result of acquiring knowledge, skills and abilities, necessary for the effective implementation of the professional activities, and their improvement. Training is mutually dependent, purposeful, organized and systematic process of transferring knowledge, skills, and the process of mastering them. Training is the main way to get the basic education. Learning is interlinked with the education. During education the certain qualities and properties were formed, while learning they receive knowledge, skills and abilities.

Education is interpreted, first of all, as the process of assimilation of the certain system of knowledge, skills and abilities, and secondly, as the result of their assimilation, which is expressed in the appropriate level of the theoretical and practical training and development of the intellectual powers of the person. On their basis, the worldview, moral qualities of the individual creative abilities and skills. Education literally means “to protect, to grow”. The term “education” is used in the broad social sense, as well as in the narrower pedagogical sense.

In a broad sense, education is a process of systematic and purposeful influence of the society on the spiritual and physical development of the individual through the creation of the conditions for productive, social and cultural activities of its members. The purpose, content and organization of the social education determine the prevailing social relations in the country.

In the pedagogical sense, education should be understood as a purposeful, organized system of the influences on people, their interests of forming certain worldview positions, moral ideals, norms and relationships, aesthetic perception, high aspirations, as well as the need for the systematic work [3].

In the narrow sense, the education is understood as the special pedagogical or practical activity of the certain aspect of the education (moral, legal, environmental, professional, civil, etc.). Self-education in the higher education means the purposeful conscious activity of the student for self-improvement and the formation of the necessary qualities and properties of the personality. Self-education is the purposeful independent work of the students with the acquisition, deepening and improvement of the knowledge, skills and abilities.

Pedagogical process in the higher education in Russia, Kazakhstan is an active process of interrelated and interdependent activities of the subjects and objects of training and education, organized and purposeful educational activities of its members, their professional, moral and psychological training, which act in the unity and relationship. Its main purpose is to prepare the people and groups (collectives) for the various types of the activities [4, p.25].

There are the complex and contradictory relationships between the training, development, professional, moral and psychological training, education and upbringing. At the semantic level for their description in the pedagogy, there is a large conceptual apparatus. The most relevant concepts include: knowledge, skills, techniques, tools, methods, forms, pedagogical patterns, and so on.

Like any other science, the pedagogy consists of the methodology, theory, methods, and recommendations for the pedagogical practice. Its content consists of the factual materials, obtained from the observations, experiments, and experience; scientific generalizations formulated in laws, principles, theories, and hypotheses, that are verified and confirmed by the practice [5, p.77].

Pedagogy rejects outdated and incorrect provisions, and adequately reflects the essence of pedagogical phenomena. Pedagogical practice implements the programmes of the development, approved by the government and educational training programmes of higher education, in three and more groups of specialties. It uses the outcome of pure and applied studies for generating, and in the transfer to the new knowledge.

**Research results.** The process of the preparing of people and teams to successfully solve the problems is very difficult. There are some aspects, studied by many humanitarian sciences: philosophy, sociology, ethics, esthetics, psychology, physiology, etc. Cybernetics, some physical and mathematical and technical sciences have joined the study of this process. Pedagogy interacts with these sciences (as well as with the number of other branches of pedagogy, uses their information, and sometimes methods in the analysis of phenomena, allows you to get deeper into the essence of the pedagogical process, develop objective criteria for the activities of those, who teach, and those trained, as well as justify accurate practical recommendations.

So, pedagogy is enriched by the development of other sciences. At the same time, other sciences, exploring the process of training people with their own methods, take into account the conclusions and recommendations of pedagogy, its capabilities. We should especially emphasize the connection of pedagogy with the educational work, the moral and psychological aspect. Today the role of the pedagogy in the theoretical development of the pedagogical problems of the competitive training of the people and various social groups has increased.

Main tasks of higher school pedagogy:

- substantiation of the methodological and theoretical foundations of the pedagogical process in higher education at the present stage of the development of science and humanity;
- study of the essence, features and laws of the pedagogical process and its components: training, education, moral and psychological training, development, self-education, in accordance with the requirements of the Bologna process [6];
- development of the methodological systems and individual methods of the socialization and professional training of the future specialists, their education and development;
- development and specification of the principles of training and education of the students (trainees), their professional, moral, psychological training, in accordance with the changes, that occur in the life of the society, the market economy, etc.;
- identification and justification of the conditions for successful implementation of the requirements of the principles of training and education for the activities in various fields;
- identification of the ways to improve and develop organizational forms of the educational work, improve the effectiveness of various methods of monitoring, evaluating the educational process, the levels of preparedness of the students and groups;
- forecasting the development of the pedagogical process, depending on the prospects of the science and the needs of the society;
- search for the ways, techniques, ways and means of activating the cognitive activity of students (listeners), reducing the time for effective and high-quality professional training;
- identification of patterns of pedagogical influence on students (listeners) in order to form their scientific worldview, national consciousness, dignity and pride, national feelings and patriotism, professional responsibility;
- formation of the students' motivation for the activity, competition, active social and social life;
- disclosure of the main laws, goals, content, methods of self-education and self-education of students (listeners), methods and techniques for stimulating them among various categories of the people;
- development of the modern pedagogical technologies for socialization and professional training of the specialists and various social groups;
- study of various groups and develop technologies of the pedagogical influence on them in order to unite them, optimize relations and ensure interaction, coherence, and so on;
- study and critical understanding of the pedagogical heritage of higher education in the past, identifying and using all that is valuable today;
- the introduction of the system of higher education new pedagogical technologies of education, training, vocational training, education, etc.

The most important characteristics of the pedagogical categories include learning (self-education), education (self-education), development, pedagogical process, pedagogical activity, activity model, specialist model, forecasting, pedagogical correction, goals, content, methods, values and organizational forms of training, education and development of students. Pedagogical objects designated by these categories are constantly interconnected, creating the complete structural unity complex system [7].

The pedagogical system of higher educational institution is the set of relatively independent elements, which are functionally connected with each other by the strategic goal, in order to prepare the students for the professional activity and social life. The individual elements of the pedagogical system of university administration, teaching department (center), personnel department, human resources, educational work, scientific department, faculties, departments, individual scholars, students, various services, sparsity, academic councils, etc.

The pedagogical system of higher educational institution should be considered, based on the law of balance, as the universal law of nature, which expresses the degree of correlation of opposing forces in

this system, and also provides for the direction and essence of the development of the system, within the framework of the existing system. Since the ratio of equilibrium in the system can be any, but ideally it is balanced, the opposing forces of this system are identically balanced.

Any system, including the pedagogical one, is characterized by the concept of reliability and stability. These concepts are actually based on the concept of the system balance. Any system is stable, if it has the necessary balance of resultant forces, viable mechanism for the constant updating, adaptation and bringing the system into the state of balance, the system is long-lasting and promising if the vector (direction and essence) of its development corresponds to the interests of the entire system as a whole (or most of its elements) [8].

The stability, viability and prospects of the pedagogical system of higher education are based on the fact that learning technologies should be presented as the systematic method of design, from goals through the methods, forms, means and educational, scientific base for achieving learning results, implementation, correction and further reproduction of the learning process of higher professional schools. The educational process is closely linked to the standardization of the education. Standard shows the mandatory requirements for certain aspects of the education, detected diagnostically. Since any pedagogical system consists of the elements, that define the didactic task and elements, describe didactic processes as the ways to solve these problems. The essence of the standardization in the education consists of two aspects. The first is the didactic task. It is defined through the disclosure of three elements of the pedagogical system: students, the purpose of training (education), and the structure of receiving training (education). For the students, their personal qualities must meet the certain requirements: starting level of the intellectual, moral, social, physical and aesthetic readiness, motivation of the training, material support, etc. Since there is the minimum level of the requirements for the special qualities of the student as the component of the pedagogical system, it can have the norm, defined in the form of the corresponding standard, for example, the starting requirements for entering the certain educational institution [9, p.135].

The second is the purpose of training (education). It is embedded in the educational and qualification characteristics and is implemented through various didactic processes. As you know, the main components of learning technology are its own didactic processes, organizational forms of learning, tools and scientific, pedagogical worker. The choice of the didactic process in higher education is determined by the number of considerations, which, according to the standardization, should be the same in the different educational institutions and in the implementation of the different scientific and pedagogical workers in all educational conditions. And this does not correspond to the specifics of the particular higher education institution and, moreover, creativity.

Therefore, it is advisable to give the freedom to the higher education institutions and recognized author's schools in order to creatively solve these issues by the developing standard-oriented model norms, i.e. recommended didactic processes. What about the problem of the standardization of the didactic processes also applies to organizational forms of training, in accordance with the actual conditions of training. We can talk about the recommended organizational forms of training, but not about the standard mandatory [10, p.121].

The main characteristics of the “education” are the category of the students, bachelors, masters, postdoctoral students. The modern concept of the training specialists provides for the functioning of an educational institution at any level as the element of the system of continuing education. Each link of this system “works” for the higher block of the cultural and educational pyramid and for the future of our society. Therefore, the educational activity at any stage, including in higher education institutions, should be of an advanced nature and for the theory and practice of continuing education, the category of “predictability” is the most important.

The “education” category has four aspects: value, system, process, result. The value characteristic of the education provides the consideration of three interrelated blocks: education as the value of the state; education as the public value; and education as the personal value. The value of the education of the society contains moral, intellectual, scientific, technical, spiritual and cultural potential, which directly depends on the state, the opportunities for the progressive development of the educational sphere. Despite the fact that all the elements are axiomatically weak, we need the appropriate implementation of the mechanisms, effective technologies that allow us to ensure the prestige of the education and awareness of its national significance. Without this, it is almost impossible to solve the significant problems of the



motivation and stimulation in the education. We are also talking about the priority of the education in the state educational institutions, supporting them with appropriate material and moral investments [10, p.12].

In practice, these prerequisites are also relevant for the characteristics of the public value of the education. The difference is that the state and the society are not identical concepts. As the result, the understanding and the desire of the state and society is to develop education creatively. The problem is related to the study of self-consciousness of the individual, especially the individually motivated attitude to their own education, its level and quality. On the one hand, there are such arguments: what can give an appropriate level of the education to the person and society? On the other hand, there are internal interests, the source of which is in the biosocial needs of any normal person, his natural desire for the knowledge. Internal motives and incentives largely depend on the psychological and pedagogical atmosphere, the actual educational environment, in which any people stay.

The education system is the set of the educational institutions: state, non-state, informal, alternative, that has the wide variety of the characteristics, primarily in the terms of the level and professional training. However, the diversity of the educational institutions serves as the basis for granting education the status of the whole system.

**Conclusion.** Therefore, higher education should be the person-oriented. However, we note, that the personal orientation of the education does not mean ignoring its social and state significance. In this regard, it is extremely important to establish the specific links and mutual influence between the socio-economic and socio-cultural spheres and the sphere of the education, these links by themselves should have very clear predictive character, that determines the future development of our society.

**Т. Г. Мальгаждарова**

Қазақстан Республикасы Ұлттық Қауыпсіздік Комитетінің  
Шекара қызметі Академиясы, Алматы, Қазақстан

### **ЖОҒАРЫ МЕКТЕП ПЕДАГОГИКАСЫНЫҢ МОДЕРНИЗАЦИЯЛЫҚ ҮРДІСТЕРІНІҢ МАЗМҰНЫ МЕН МАҒЫНАСЫ**

**Аннотация.** Жоғары мектеп педагогикасы педагогикалық ғылымға негізделген. Бұл-табысты қызмет мүддесінде нақты адамның, ұжымның педагогикалық заңдылықтары, мәні, принциптері, әдістері мен оқыту нысандары, тәрбиелеу, дамыту және кәсіби дайындығы туралы ғылым. Жоғары мектеп педагогикасының пайда болуы бірлескен өмір сүру үшін адамдардың бірінші бірлестіктерімен байланысты: оны жүзеге асыру үшін, тиісті дайындық жүргізумен байланысты. Дербес сала ретінде, педагогика жалпы және арнайы педагогикалық білім жинақталғаннан кейін ғана қалыптасты. Педагогика адамдар мен әлеуметтік топтарды оқыту, тәрбиелеу, дамыту және жан-жақты дайындау арасындағы неғұрлым тұрақты және Елеулі байланыстарды анықтайды. Білім беру (өзін-өзі білім беру), оқыту, тәрбиелеу, өзін-өзі тәрбиелеу, дамыту, өзін-өзі дамыту және адамдардың белгілі бір қызмет түріне кәсіби даярлығының педагогикалық аспектілерін зерттей отырып, жоғары мектеп педагогикасы оқу-тәрбие жұмысының принциптерін, әдістері мен ұйымдастыру формаларын, ұсынымдарды, ережелерді, басшылықтың тәсілдерін және т. б. негіздейді. Жоғары мектеп педагогикасы-педагогикалық заңдылықтарды және жоғары білім беру процесін ұйымдастыру және жүзеге асыру (өздігінен білім алу), оқыту, тәрбиелеу (өзін-өзі тәрбиелеу), дамыту (өзін-өзі дамыту) және студенттердің (тыңдаушылардың) белгілі бір қызмет түріне және қоғамдық өмірге кәсіби даярлығын зерттейтін педагогикалық ғылым саласы. Сондықтан жоғары мектеп педагогикасының пәні: педагогикалық жүйе ретінде ЖОО-ны; жоғары оқу орнындағы педагогикалық процестің жұмыс істеуі мен тиімділігін; ғылыми-педагогикалық қызметкерлердің педагогикалық қызметін, олардың кәсіби-педагогикалық даярлығын; студент тұлғасының қалыптасуы мен дамуының педагогикалық заңдылықтарын; жоғары білім беру және өз бетімен білім алу процесін; жоғары оқу орнында оқытуды; студенттерді тәрбиелеу мен өзін-өзі тәрбиелеуді; моральдық және психологиялық дайындықты; жоғары оқу орнындағы педагогикалық технологияларды, формаларды, әдістерді және; ЖОО-да оқу кезінде және оны аяқтағаннан кейін студенттердің үздіксіз өзіндік жұмысының педагогикалық аспектілері; ғылыми-педагогикалық қызметкердің тұлғасы; Болон Конвенциясының міндеттерін іске асыру барысында ЖОО-ның педагогикалық үдерісіндегі студенттер мен ғылыми-педагогикалық қызметкерлердің өзара әрекеттестігінің педагогикалық ерекшеліктері; кафедралардың, факультеттердің, ЖОО-ның ғылыми-педагогикалық қызметкерлерінің ұжымы (әлеуметтік тобы); студенттік ұжымдар (әлеуметтік топтар). Қоғамның әлеуметтік-экономикалық жағдайында болған түбегейлі өзгерістер жоғары мектеп үшін ғылыми-педагогикалық кадрларды ғылыми

негізделген даярлауды енгізуді талап етті. Мұндай дайындық оқу пәні жататын пәндік саланы терең меңгеруді ғана емес, сонымен қатар педагогикалық қызметтің ғылыми негіздерін де көздейді. Мұндай дайындықтың нақты жолдарының бірі магистратура мен докторантура болып табылады. Жоғары мектеп педагогикасы келесі функцияларды жүзеге асыруды қамтамасыз етуі тиіс: білім беру, ғылыми-танымдық, итермелеу, қайта құру, болжамдау, жобалау, мәдениеттану, бейімделу, тәрбие және кәсіби. Жоғары мектеп педагогикасы өзінің тезаурусына ие және мынадай негізгі ұғымдармен жұмыс істейді: даму, оқыту, тәрбиелеу, кәсіптік дайындық, өзін-өзі тәрбиелеу, өзін-өзі білім беру, педагогикалық жүйе, педагогикалық процесс, педагогикалық қызмет және т.б. Студенттің дамуы оның жеке психикасындағы әртүрлі жоспарлы және заңды өзгерістер ретінде түсінеді, соның салдарынан объектінің жаңа сапалық жағдайы пайда болады. Процесс өрлемелі (үдемелі) немесе төмен түсетін (регрессивті) сызық бойынша болуы мүмкін (бұл жағдайда объект тозады, жаңаларын алмастан оң қасиеттерін жоғалтады).

**Түйін сөздер:** білім беру, педагогика, білім философиясы, Болон процесі, докторантура, педагогикалық процесс, педагогикалық іс-әрекет, өзіне-өзі білім беру, оқыту, өзін-өзі тәрбиелеу.

**Т. Г. Мальгаждарова**

Академия Пограничной службы КНБ Р, Алматы, Қазақстан

### **СМЫСЛ И СОДЕРЖАНИЕ МОДЕРНИЗАЦИОННЫХ ПРОЦЕССОВ ПЕДАГОГИКИ ВЫСШЕЙ ШКОЛЫ**

**Аннотация.** Педагогика высшей школы основывается на педагогической науке. Это наука о педагогических закономерностях, сущности, принципах, методах и формах обучения, воспитания, развития и профессиональной подготовки конкретного человека, коллектива в интересах успешной деятельности. Появление педагогики высшей школы связано с первыми объединениями людей для совместной жизнедеятельности: чтобы ее осуществлять, проводили соответствующую подготовку. Как самостоятельная отрасль педагогика сформировалась только после накопления общих и специальных педагогических знаний. Педагогика выявляет наиболее устойчивые и существенные связи, зависимости между обучением, воспитанием, развитием и всесторонней подготовкой людей и социальных групп. Изучая педагогические аспекты процесса образования (самообразования), обучения, воспитания, самовоспитания, развития, саморазвития и профессиональной подготовки людей к определенному виду деятельности, педагогика высшей школы обосновывает принципы, методы и организационные формы учебно-воспитательной работы, рекомендации, правила, приемы руководства и др. Педагогика высшей школы – это отрасль педагогической науки, изучающая педагогические закономерности и средства организации и осуществления высшего образовательного процесса (самообразования), обучения, воспитания (самовоспитания), развития (саморазвития) и профессиональной подготовки студентов (слушателей) к определенному виду деятельности и общественной жизни. Поэтому предмет педагогики высшей школы включает: вуз, как педагогическую систему; функционирование и эффективность педагогического процесса в высшем учебном заведении; педагогическую деятельность научно-педагогических работников, их профессионально-педагогическую подготовку; педагогические закономерности формирования и развития личности студента; процесс высшего образования и самообразования; обучение в высшем учебном заведении; воспитания и самовоспитания студентов; моральную и психологическую подготовку; формы, методы и педагогические технологии в высшем учебном заведении; педагогические аспекты непрерывной самостоятельной работы студентов во время обучения в вузе и после его окончания; личность научно-педагогического работника; педагогические особенности взаимодействия студентов и научно-педагогических работников в педагогическом процессе вуза в ходе реализации задач Болонской конвенции; коллектив (социальную группу) научно-педагогических работников кафедр, факультетов, вузов; студенческие коллективы (социальные группы). Коренные изменения, которые произошли в социально-экономических условиях общества, потребовали внедрения научно обоснованной подготовки научно-педагогических кадров для высшей школы. Такая подготовка предусматривает не только глубокое владение предметной областью, к которой относится учебная дисциплина, но и научные основы педагогической деятельности. Одним из реальных путей такой подготовки является магистратура и докторантура. Педагогика высшей школы должна обеспечить реализацию следующих функций: образовательной, научно-познавательной, побудительной, преобразовательной, прогнозирующей, проективной, культурологической, адаптивной, воспитательной и профессиональной. Педагогика высшей школы имеет свой тезаурус и оперирует такими основными понятиями, как: развитие, обучение, воспитание, профессиональная подготовка, самовоспитание, самообразование, педагогическая система, педагогический процесс, педагогическая деятельность и др. Развитие студента понимают как разноплановые и закономерные изменения в его индивидуальной психике, вследствие чего возникает новое

качественное состояние объекта. Процесс может происходить по восходящей (прогрессирующей) или нисходящей (регрессирующей) линии (в этом случае объект деградирует, теряет положительные свойства, не приобретая новых).

**Ключевые слова:** образование, педагогика, философия образования, болонский процесс, докторантура, педагогический процесс, педагогическая деятельность, самообразование, обучение, самовоспитание.

**Information about authors:**

Malgazhdarova T.G., Doctor of Science in Pedagogic, Professor of Pedagogic, Academy of the Border Service of the Committee of National Security of the Republic of Kazakhstan, Almaty, Kazakhstan; [tmalgazhdarova@bk.ru](mailto:tmalgazhdarova@bk.ru); <https://orcid.org/0000-0001-9552-1615>

**REFERENCES**

- [1] Aitzhanova A., Katsu S., Linn J.F., and Yezhov V., eds. 2014. Kazakhstan 2050. Toward a Modern Society for All. Oxford: Oxford University Press.
- [2] Brunner J.J., and Tillett A. n.d. Higher Education in Central Asia. The Challenges of Modernization. Washington, DC: World Bank. 2012
- [3] Dixon J., Soltys D., eds. 2013. A Handbook to Understanding the Bologna Process for Kazakhstani Higher Education Administrators. Almaty: Akadem Press.
- [4] Froumin I., Kouzminov Y., and Semyonov D. 2014. Institutional Diversity in Russian Higher Education: Revolutions and Evolution. *European Journal of Higher Education* 2014: 1–26. DOI:10.1080/21568235.2014.91653
- [5] Heynemann S.P. 2010. A Comment on the Changes in Higher Education in the Post-Soviet Union. *European Education* 42 (1): 76–87. DOI:10.4934/EUE1056-4934420104
- [6] Kazinform. 2010. Kazakhstan Joined the Bologna Process at Sitting of Bologna Ministerial Forum. Kazinform, March 12. <http://www.inform.kz/eng/article/2247114>
- [7] Kucera J. 2014. Can a Homegrown University in Authoritarian Kazakhstan Incubate Reform? Al Jazeera, June 20. <http://america.aljazeera.com/articles/2014/6/20/kazakhstan-s-audaciousnazarbayevuniversity.html>
- [8] Kyzzykeyeva A., Oskolkova A. 2011. Historical Aspects of Higher Education in the Republic of Kazakhstan. *The Kazakh-American Free University Academic Journal* 3 (2011). <http://www.kafu-academic-journal.info/journal/3/51/>
- [9] Kumatova D., Zhakupova A., Malgaraeva Zh. Professionalism of the teaching staff as the synonymous of quality of educational services // *Reports of the National Academy of Sciences of the Republic of Kazakhstan*. Vol. 2. N 324. 2019. P. 135-143. <https://doi.org/10.32014/2019.2518-1483.50>
- [10] Sarsenbayeva K.A., Utegenova Zh.S. Educational process and innovative management in modern pedagogy in higher school // *Reports of the National Academy of Sciences of the Republic of Kazakhstan*. Vol. 6. N 322. 2018. P. 121-124. <https://doi.org/10.32014/2018.2518-1483.40>

**Publication Ethics and Publication Malpractice  
in the journals of the National Academy of Sciences of the Republic of Kazakhstan**

For information on Ethics in publishing and Ethical guidelines for journal publication see <http://www.elsevier.com/publishingethics> and <http://www.elsevier.com/journal-authors/ethics>.

Submission of an article to the National Academy of Sciences of the Republic of Kazakhstan implies that the work described has not been published previously (except in the form of an abstract or as part of a published lecture or academic thesis or as an electronic preprint, see <http://www.elsevier.com/postingpolicy>), that it is not under consideration for publication elsewhere, that its publication is approved by all authors and tacitly or explicitly by the responsible authorities where the work was carried out, and that, if accepted, it will not be published elsewhere in the same form, in English or in any other language, including electronically without the written consent of the copyright-holder. In particular, translations into English of papers already published in another language are not accepted.

No other forms of scientific misconduct are allowed, such as plagiarism, falsification, fraudulent data, incorrect interpretation of other works, incorrect citations, etc. The National Academy of Sciences of the Republic of Kazakhstan follows the Code of Conduct of the Committee on Publication Ethics (COPE), and follows the COPE Flowcharts for Resolving Cases of Suspected Misconduct ([http://publicationethics.org/files/u2/New\\_Code.pdf](http://publicationethics.org/files/u2/New_Code.pdf)). To verify originality, your article may be checked by the originality detection service Cross Check <http://www.elsevier.com/editors/plagdetect>.

The authors are obliged to participate in peer review process and be ready to provide corrections, clarifications, retractions and apologies when needed. All authors of a paper should have significantly contributed to the research.

The reviewers should provide objective judgments and should point out relevant published works which are not yet cited. Reviewed articles should be treated confidentially. The reviewers will be chosen in such a way that there is no conflict of interests with respect to the research, the authors and/or the research funders.

The editors have complete responsibility and authority to reject or accept a paper, and they will only accept a paper when reasonably certain. They will preserve anonymity of reviewers and promote publication of corrections, clarifications, retractions and apologies when needed. The acceptance of a paper automatically implies the copyright transfer to the National Academy of sciences of the Republic of Kazakhstan.

The Editorial Board of the National Academy of sciences of the Republic of Kazakhstan will monitor and safeguard publishing ethics.

Правила оформления статьи для публикации в журнале смотреть на сайте:

[www.nauka-nanrk.kz](http://www.nauka-nanrk.kz)

**ISSN 2518-1483 (Online), ISSN 2224-5227 (Print)**

<http://reports-science.kz/index.php/en/archive>

Редакторы: *М. С. Ахметова, Г. Б. Халидуллаева, Д. С. Аленов*

Верстка на компьютере *А.Д. Абдрахимовой*

Подписано в печать 10.06.2020.

Формат 60x881/8. Бумага офсетная. Печать – ризограф.

16,5 п.л. Тираж 500. Заказ 3.