

Innovative processes in the higher education system of Kazakhstan

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Abstract: The changing role of higher education in shaping a developed competitive society on the world market has caused most of the ongoing innovation processes. The development of the higher education system cannot be carried out without the constant development of innovations related to the innovation process implementation. In the modern world, with the development of IT technologies, it is possible to receive education remotely. At the moment, the implementation of innovative processes in the higher education system is facing a series of difficulties.

Keywords: innovation, innovative processes in higher education, innovative experience, distant education.

At present, our country is characterized by a number of processes taking place in the economic and social environment. These processes are associated with the transition to high technology and the development of higher education. This system is aimed at the transition to personality-oriented training. One of the tasks of a modern university is to unleash the potential of all participants in the educational process and provide them with the opportunity to manifest their aspirations and achieve goals. The solution to these problems is impossible without the implementation of various educational processes, in connection with which various innovative types of educational services and types of educational institutions appear.

The changing role of higher education in shaping a developed competitive society on the world market has caused most of the ongoing innovation processes. Higher education is increasingly oriented towards the formation of such technologies for influencing the individual's personality, in which a balance between social and individual needs will be ensured. Many universities are currently introducing new "elements" into their activities, but are faced with contradictions associated with the need for rapid timely development and the inability of teachers to do this.

For a long time, the problem of innovation was covered only in the aspect of economic research in domestic literature. However, over time, there was a need to define innovative processes in all areas of public life, including education.

The analysis of the innovative process in higher education includes not only the study of modern achievements in the field of science and technology, but also in the areas of managing the educational system.

In higher education, the emergence of innovations can occur in two ways: either they arise as specially designed innovations, or they can be accidentally

discovered according to the manifestation of teaching activity. The following can be considered as educational innovations: scientific and practical knowledge of novelty, new educational technologies of training, a project of an effective innovative educational complex. Innovations in education are considered to be specially designed, developed or accidentally discovered as a pedagogical initiative.

In Kazakhstan's developing educational systems, innovative processes are implemented in the following areas: the development of new educational programs, the introduction of interactive forms of training, the creation of multi-level educational complexes.

Currently, the implementation of innovative processes in the higher education system is facing a number of difficulties. The first is the lack of adequate funding. Secondly, the lack of competence of higher authorities. And, thirdly, the conservatism of teachers and employees of higher educational institutions.

The prerequisites for the development of the higher education system create three types of guidelines in the development of the innovation process. The first level includes strategic directions for the development of innovations, which are characteristic not only of the domestic educational system, but also of the global educational space. The following can be identified as such directions [1]:

- increasing the availability of education;
- training specialists in demand on the global labor market;
- the transition to a multi-level system of higher education;
- creating lifelong learning opportunities.

The following levels of innovative development can be attributed to the second level of guidelines for the innovation process, manifested in the activities of the direct institution of higher education itself [1]:

- creation of effective quality management systems in accordance with the requirements of standards;
- use of information technology;
- modernization of the technical and educational base, which will allow the educational process to be implemented based on the achievements of the scientific and industrial spheres;
- the implementation of a flexible process that allows you to prepare personnel in demand on the labor market.

And finally, the third type of benchmarks includes the innovative activities of the teachers themselves. These include the following types of innovation:

- use of new information and communication (educational) training technologies;
- an adequate attitude to innovations;
- design of author's innovative experience.

The presented hierarchy of directions in the innovative process of higher education characterizes it as a complex phenomenon. As general directions for these criteria, we can determine that they all launch new ones and work on existing mechanisms for the development of higher education.

In the modern world, with the development of IT technologies, it is possible to receive education remotely. This solves many problems and opens up opportunities for all segments of the population. There are many types of distance learning and they allow not only easy communication between the student and teacher, dialogue at a distance, but also fully conduct classes, lectures, seminars and other classes. A full distant learning course presents not only learning materials, but is also aimed at attracting personal interest and creating an atmosphere conducive to learning. Many modern universities have introduced the possibility of distant learning in their program. There are optional classes in their programs, as well as the possibility of obtaining a higher education followed by a diploma receiving. In some universities, the examination session takes place in a full-time system [2].

At the same time, remote educational technologies are understood to be educational technologies, implemented mainly with the use of information and telecommunication technologies with the indirect (at a distance) or incompletely mediated interaction of a student and a teacher [3].

The benefits of distant learning are:

- time saving (no need to spend time on the road to the place of study and back);
- the ability to educate a large audience at a time;
- reduction in the cost of training (there is no lease for premises for study);
- improving the quality of training in connection with the use of modern information technologies;
- creation of sectoral and general educational environments and teaching methods;
- instant access of students to electronic libraries and knowledge bases;
- the opportunity to receive education by all who wish, despite the state of health and social status in society;
- convenience of communication between teacher and student, depending on the wishes of both.

However, there are a number of disadvantages:

- the need for special equipment (sometimes expensive) at the workplace;
- poor practice of practical exercises;
- limited ability to express thoughts orally;
- inferiority of the emotional component due to the lack of direct contact between students and the teacher;
- still relatively weak methodological organization of training.

Currently, there is a modernization and improvement in the system of higher education. There is a need for a transition from traditional education to more flexible distant learning technologies that meet modern life requirements better.

Thus, along with the positive development of higher education, there are a number of negative phenomena that transform the essential problems of the entire system of Kazakhstan's higher education. Reducing the funding of state universities negatively affects their activities, on the other hand, universities have the opportunity to independently seek funds to finance activities through the

provision of paid educational services, to carry out entrepreneurial, production and other activities.

Reference

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