

Бұл мақалада философиялық герменевтика мен білім беру арасындағы байланыс ашылып, кенейе түседі, философиялық герменевтика білім беру мақсатын анықтауға қажетті барлық нәрсеге ие және қазіргі уақытта шешілуі керек негізгі міндеттерді тұжырымдауға негіз болады, қазіргі білім беруді зерттеу мен практикадағы маңызды жетіспейтін элемент ретінде білім беру философиясын зерттеуге назар аударылмайды. Автор тарихи білім беру тәжірибесінің негізін құрайтын білімнің гуманистік сипаты мен философиялық мәртебесін қайта ұсынуға тырысады.

Түйін сөздер: білім; жеке тұлға; білім философиясы; герменевтика; мазмұны; оқу практикасы; әдістемелік мәселелер; гуманистік сипат; білім беру ортасы; тәрбие; білім; түсінік.

Некоторые методологические аспекты образования и воспитания личности

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Аннотация

Теоретико-методологические проблемы современного образования и воспитания вызывают глубокий интерес и продолжают оставаться весьма актуальными и в настоящее время, когда вопросы контента образования, необходимости поиска качественного его своеобразия и соответствия новым технологиям обучения, вызванной пандемией, приобретают особое значение. В данной статье выявляется и расширяется связь между философской герменевтикой и образованием, делается акцент на том, что философская герменевтика обладает всем необходимым, для определения цели образования и образует базу для формулировки основных задач, которые необходимо решать в настоящее время, отмечается недостаток внимания к исследованиям философии образования как жизненно важного недостающего элемента в изучении и практике современного образования сегодня. Автор стремится вновь представить гуманистический характер и философский статус знания, которые лежат в основе исторической образовательной практики.

Ключевые слова: образование; личность; философия образования; герменевтика; контент, образовательная практика; методологические вопросы; гуманистический характер; образовательная среда; воспитание; знание; понимание.

Received 17.11.2021

МРНТИ 14.01.17

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<https://doi.org/10.51889/2021-1.2077-6861.07>

INTERNATIONALIZATION OF HIGHER EDUCATION AS A FACTOR IN THE COMPETITIVENESS OF A TECHNICAL UNIVERSITY

Abstract

Internationalization serves the purpose of increasing the world rating of an educational institution, contributes to improving the quality of education in general and is one of the main factors in the competitiveness of a technical university in the modern world. The article describes the main directions of the development of this process in the frame of Nazarbayev University experience, the Canadian and Russian experience of research to establish a framework of capacity building for internationalization. This study is carried out during the implementation of the project «Capacity building for the internationalization of a technical university by means of digital learning technologies» (IRN project AP08052214), approved by the priority «Scientific foundations» Mangilik el «(education of the XXI century, fundamental and applied research in the humanities)» grant funding for young scientists for 2020-

2022 by the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan. The author considers different approaches in understanding the process of internationalization, investigates the methodology of benchmarking, the process of internationalization of the university, presents the goal, scientific methods and potential of the project. The primary analysis of the studied works on the internationalization of higher education showed that there were problems in the results of international activities of national and foreign practices and the lack of work on capacity building for the internationalization of technical universities.

Key words: internationalization; capacity building; competitiveness; higher educational institutions; globalization; academic mobility; international experience; foreign languages; digital technologies; educational program; training of scientific personnel.

Introduction. The process of internationalization creates new opportunities for higher education institutions, contributes to increased accessibility, the introduction of innovative methods in higher education systems and is certainly one of the important indicators of the competitiveness of a technical university in the current development situation. The internationalization of a higher education institution consists in recruitment of foreign teachers, in the training of foreign students, in foreign internships, academic student exchanges, international joint online educational space research, foreign conferences, projects and the presentation of the university in the electronic educational space in a language accessible to the whole world.

This study is carried out within the framework of the project «Capacity building for the internationalization of a technical university by means of digital learning technologies», approved for the priority «Scientific foundations» Mangilik el «(education of the XXI century, fundamental and applied research in the humanities)» for grant funding for young scientists at 2020-2022.

Main body. The project explores the process of internationalization of the university, curricula and learning outcomes that affect the indicators of academic mobility, learning technologies and integration of foreign students, the implementation of joint study programs, the possibility of improving the level of the English language and the use of digital technologies that intensify the international activity of the process at the university.

The goal of the project is to develop and implement a model for capacity building for the internationalization of a technical

university via digital learning technologies to implement sustainable and feasible strategies for the internationalization of the educational process for training technical specialists, taking into account the national and international context. Assessment of the needs of the potential for internationalization, development and implementation of measures to build the potential for the internationalization of educational programs in technical specialties based on the development of specialized competencies, which allow strengthening the qualifications and abilities of students and teachers at the international level.

Research methodology. In the course of this study, the following methods are used: classification methods, comparative analysis, benchmarking methods, information systems design methods, SWOT analysis, modeling technology and monitoring methods.

The formation of the research base, namely the analysis of the development of the potential for internationalization, was carried out through benchmarking analysis, including a multifunctional SWOT analysis of needs.

Benchmarking is a method of analyzing the performance of any organization in comparison with the best firms and organizations in a particular industry in order to implement the changes made to achieve competitiveness, and, therefore, maintain it. The purpose of this analysis is to identify the methods of their work for a successful organization with the identification of a «tool of implementation», which indicates in benchmarking the main factors that allow a company to achieve high efficiency in the production of products, business processes or resource use.

Evaluation of educational and methodological documentation and regulatory documents, determination of measures to capacity building for internationalization of the educational process is carried out through the use of methods of classification and comparative analysis.

The development of a model and an information system as the key stages of the study will be carried out through the theory of modeling, methods of individual and typical design, taking into account the international standard Quality Matters (QM).

The implementation of the model and the operation of the information system will be monitored via modern monitoring methods such as comparative assessment, expert method, collection and analysis of statistical data, and trial operation of the information system will be carried out.

This project study has an interdisciplinary nature, since the process of internationalization of the system of higher technical education is being investigated, its improvement is carried out due to digital technologies, namely by designing a digital system for the internationalization of the educational process, which provides for the use of the science of digitalization, as well as computational linguistics, cognitive linguistics and comparative pedagogy.

Discussions. It is obvious that the globalization of industrial production and the internationalization of business lead to the demand for specialists with the appropriate knowledge and skills that help to quickly and at the lowest cost adapt to any new conditions and national characteristics. And, since in recent years the availability of international experience among graduates has become an increasingly important factor in their successful positioning in the labor market, the university's ability to provide ample opportunities for internships or even part of the study abroad is considered by the applicant as a significant advantage of the university. In turn, this enhances the motivation of universities to develop competitiveness through the presence of foreign relations. In other words, the criteria of internationalization are becoming very significant in the integration of methods and technologies of teaching

educational programs in technical specialties in general.

The practice of far-abroad countries shows the urgent need and the presence of long-term programs for the internationalization of universities in various aspects of its development. The African experience in the development of research potential and the training of scientific personnel at an international level shows positive results through the application of a results-based management system [5].

Within the Canadian research experience in building a framework for the conceptualization of internationalization processes, five interrelated areas of educational practice are formulated: experience of international mobility, international educational partnerships (offshore courses, consulting projects, or dual and joint degrees), international research partnerships, internationalization of the Canadian curriculum and training of educators and leaders of the education system [6]. The importance of this study for our project is that much attention is paid to promoting the internationalization of curricula by strengthening and value of multilingualism, supporting students in the development of intercultural and cross-cultural relations, taking into account the development of worldview programs through the study of links between local and global processes.

The results of the Accelerated Capacity Building study [7] present us knowledge in an accelerated step-by-step system of digital training of students and teachers for the professional practice of internationalization of the educational process of a technical university. This experience will be considered in the project in the process of developing an information system for the internationalization of the educational process of training technical specialists.

The project of the British Council for the Internationalization of Brazilian Universities [8] showed the similarity of problems with language policy and the model of development of languages in our country, namely the urgent need to develop internationalization strategies aimed directly at integrating language education policy through the international integration of curricula and teaching staff training.

The initial analysis of the studied works on the internationalization of higher education showed the presence of problems in the results of international activities of domestic and foreign practice and the lack of work on building the potential for the internationalization of technical universities.

Research on globalization and internationalization of higher education through the prism of computer technologies, which turned out to be a limited number, aroused great interest. Thus, a theoretical study of the integration of global education created by computer technology contributes to a renewed sense of learning, which means that online learning is an important concept today [9].

It can be concluded that in addition to speed, cost savings, overcoming time and distance, and opportunities for intercultural learning, the effective implementation of information communication technologies allows for the expansion of international relations, promotes the adoption of high-quality international standards and strengthens ties with foreign institutions.

Online learning is gaining speed and is one of the most popular in the global educational space. Thus, the well-known online course bases with a variety of distance and blended learning methodologies, such as Coursera, FutureLearn, MOOCS and others, have become a vivid example of the process of internationalization of education with open direct access to global knowledge, and this proves the presence of a variety of research in this area [10; 11].

In the scientific and educational space, the issue of the development of digital libraries as an international initiative in the field of higher education is vividly presented, which is of interest in terms of the distribution of educational resources in the plane of digital platforms, which gives us the basis for the need to consider digital solutions to implement the tasks of our project research.

The results of our research will definitely contribute to the development of socio-educational and scientific and technological progress. So, in the development of a model for capacity building for the internationalization

of education in a technical university, the potential for building partnerships based on reciprocity, social responsibility and sustainability of relationships is clearly visible, since internationalization makes it possible to establish joint, ethical partnerships, contributing to the mutual improvement of educational research and practices. Internationalization has the potential to enable participants to critically understand local and global relationships, expanding the frame of reference and providing opportunities for rethinking relationships.

Digital technologies as a component of the Model and the development of a philosophy for their use play a decisive role in the practical implementation of the internationalization of education by creating opportunities for the co-production of knowledge and the impact of different contexts and worldviews, conducting more complex and detailed analyzes, and increasing the ability to respond to change and diversity.

Research results. In recent years, the topic of the international activities of Kazakhstani universities remains one of the most important for the professional society, and the mandatory participation of universities in international rankings added new accents to the discussion.

Internationalization serves the purpose of increasing the world ranking of an educational institution. World rankings are tied to specific criteria related to the achievement and merit of a university, but an excellent university will not achieve a high ranking if few people know about its existence. In addition, the presence of international students is a measurement point in most of the world's ranking systems such as the QS World University Rankings, Webometrics, and the Academic Ranking of World Universities (also known as the Shanghai Ranking).

A striking example of the internationalization of Kazakhstani higher education is the experience of Nazarbayev University, in connection with the opportunities provided to it in the field of financial and human resources. On the basis of this university, a lot of research has been carried out on the internationalization

of the educational sector [1], a university committee on internationalization has been created to facilitate the internationalization of the entire university, generate ideas and develop mechanisms that support the desire to become a world-class research university, priorities for internationalization have been identified and their implementation as well. However, this experience does not take into account the peculiarities of the functioning of a regional university with all its problems and difficulties in capacity building in the field of internationalization.

The interest of the Kazakhstani experience is aroused by a pilot project based on foreign experience. The purpose of this study is the development and implementation of competence-oriented educational programs into the educational process of engineering universities, which has made positive changes in the modernization of the content of higher education, its optimization and transfer to a practice-oriented approach in training competitive specialists in demand in the labor market. The development of modular training programs based on professional standards is caused by a change in demand for updated skills and a revision of the work organization system, a desire for new knowledge and, accordingly, for a new training content; development of digital control systems for technological processes; erasing the boundaries between professional areas due to the increased distribution of economic responsibility and the emergence of quality management mechanisms. This practice-oriented research gives us an impetus to implement the renewal of educational programs in accordance with international experience as the next stage of development [2].

In 2018, within the framework of the British Council project, an analysis of internationalization in regional universities of Kazakhstan was carried out [3], the research of which indicated specific scientific needs in the field of internationalization of the higher education system. With full recognition of the need and benefits of developing international activities, universities have created restrictions on internationalization due to emigration of

young people and lack of funding. Academic mobility is mainly implemented only for undergraduate programs, while students coming from abroad also study under undergraduate programs. The main partners of the universities are the universities of the neighboring countries, namely the universities of Russia and the countries of Eastern Europe. Knowledge of languages and intercultural communication have become the most common barriers in international cooperation, as a result of which there is a low level of programs in English and a decrease in the possibility of recruiting foreign students to a Kazakh university.

It is clear that language is the main driving factor and barrier. It is known that studying abroad contributes to the development of language competencies, as well as the acquisition of academic knowledge and international experience. However, language is also a cause for serious concern. Most students and teachers often do not consider studying abroad, because they do not speak foreign languages fluently. Therefore, one of the recommendations of this study on the prospects for the development of internationalization will be to analyze and improve the quality of teaching English as a foreign language in universities of the Republic of Kazakhstan in accordance with international standards.

Taking into consideration international practice, it is necessary first of all to refer to the experience of the Russian Federation. In his speech, the head of the Department of International Cooperation of SPU, focuses on the discrepancy in the concept of internationalization in comparison with the understanding of the European Scientific Society. He introduces the concept of «internationalization» as «the process by which the objectives, functions and organization of the provision of educational services acquire an international dimension.» In his opinion, the Russian understanding of this term is based on a completely different psychological perception of the concept of «internationalization», since in various interpretations it is presented as «the inclusion of an international aspect (component) in the educational and scientific activities» of the

university. The difference in approaches is quite obvious, since the Russian approach focuses on the acquisition and further use of extra value in the external environment, and the European understanding is based on the process of improving a scientific and educational product, taking into account international realities, that is, on its own product [4].

Particular attention in his report was drawn to the statement that the leading foreign universities have received approval and are actively using innovative pedagogical technologies, methods and forms of education. The relevance is visible in today's time and in a combination of various educational approaches, including those related to a radically non-standard paradigm of education. The relevance is visible in today's time and in a combination of various educational approaches, including those related to a radically non-standard paradigm of education. And we are forced to admit that foreign practice far surpasses domestic experience in the use of digital technologies and teaching aids, not in terms of the quality of the technical didactic capabilities of these means, but in terms of the internal methodology and philosophy of its application in the educational process. In this regard, the study of foreign experience in the context of their approach to using digital learning technologies and then introducing it into our theory and practice can provide positive results in the field of internationalization of

universities in Kazakhstan, including within the framework of the European approach to the process of internationalization.

Conclusion. The development of a methodology for the training of teachers, administration and university students in a foreign language as a condition for the emergence of key scientific and methodological competencies for teaching and learning in English is considered by us as a potential for integrating learning into all curricula of a technical university, since a deeper understanding and improved pedagogy will help to increase the quality of national curricula in an international context.

One of the solutions to the initial review of the theory and practice of internationalization was the creation of a cross-cultural scientific and academic space of the university of a new formation within the context of the internationalization of the education system and modeling of an e-learning space within the information system for the formation of professional foreign language competence of future engineers. The purpose of this e-learning space is to expand intercultural understanding and dialogue through the implementation of the preservation and support of intercultural contacts, which will create opportunities for individual and collective thinking, creative cooperation.

Taken together, such events will contribute to a deeper understanding of the local-global connection and improve the quality of educational services provided.

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Техникалы университеттің бәсекеге қабілеттілік факторы ретінде жоғары білімнің интернационалануы

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Аңдатпа

Интернационалдандыру білім беру ұйымының әлемдік рейтингін жоғарылату мақсатына қызмет етеді, сонымен қатар жалпы білім сапасын арттыруға ықпал етіп, қазіргі әлемдегі техникалық университеттің бәсекеге қабілеттілігінің негізгі факторларының бірі болып табылады. Мақалада Назарбаев Университетінің тәжірибесі, канадалық және ресейлік интернационализацияның дамуын тұжырымдамалық негізге құрудағы зерттеу тәжірибесі шеңберінде, осы үрдістің негізгі даму бағыттары қарастырылған. Бұл зерттеу «Мәңгілік ел» ғылыми негіздері» басымдықпен бекітілген «Сандық оқыту технологиялары арқылы техникалық университетті интернационалдандыру әлеуетін дамыту» (IRN AP08052214) жобасын іске асыру барысында жүзеге асырылады. ХХІ ғасыр білімі гуманитарлық ғылымдардағы іргелі және қолданбалы зерттеулер)» ҚР Білім және ғылым министрлігі ғылым комитетінің 2020-2022 жылдарға арналған жас ғалымдарды гранттық қаржыландыру аясында. Автор интернационалдандыру үдерісін түсінудегі әртүрлі тәсілдерді қарастырып, университеттің интернационалдану үдерісінің эталондау әдістемесін зерттейді, жобаның мақсаты, ғылыми әдістері мен әлеуетін ұсынады. Жоғары білімді интернационалдандыру бойынша зерттелген жұмыстардың алғашқы талдауы отандық және шетелдік тәжірибенің халықаралық қызметінің нәтижелерінде мәселелердің бар екендігін және техникалық университеттерді интернационалдандыру әлеуетін құру бойынша жұмыстың жоқтығын көрсетті.

Түйін сөздер: интернационалдандыру; әлеуетті дамыту; бәсекеге қабілеттілік; жоғары оқу орындары; жаһандану; академиялық ұтқырлық; халықаралық тәжірибе; шет тілдері; сандыстанқ технологиялар; білім беру бағдарламасы; ғылыми кадрларды даярлау.

Интернационализация высшего образования как фактор конкурентноспособности технического университета

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Аннотация

Интернационализация служит цели повышения мирового рейтинга образовательного учреждения, способствует повышению качества образования в целом и является одним из главных факторов конкурентноспособности технического вуза в современном мире. В статье рассмотрены основные направления развития дан-

ного процесса в рамках опыта Назарбаев Университета, Канадского и Российского опыта исследований по построению рамочной основы концептуализации развития интернационализации. Настоящее исследование осуществляется в ходе реализации проекта «Развитие потенциала интернационализации технического вуза посредством цифровых технологий обучения» (ИРН проекта AP08052214), утверждённого по приоритету «Научные основы «Мәңгілік ел» (образование XXI века, фундаментальные и прикладные исследования в области гуманитарных наук)» по грантовому финансированию для молодых ученых на 2020-2022 гг. Комитета науки МОН РК. Автором рассмотрены разные подходы в понимании процесса интернационализации, изучена методология бенчмаркинга процесса интернационализации университета, представлены цель, научные методы и потенциал проекта. Первичный анализ изученных работ по интернационализации высшего образования показал наличие проблем в результатах международной деятельности отечественной и зарубежной практики и отсутствие работ по наращиванию потенциала интернационализации технических вузов.

Ключевые слова: интернационализация; развитие потенциала; конкурентоспособность; высшие учебные заведения; глобализация; академическая мобильность; международный опыт; иностранные языки; цифровые технологии; образовательная программа; подготовка научных кадров.

Received 24.02.2021