

К особенностям же коммерциализации технологий в Республике Казахстан (Sevost`yanov, M. A., 2021), то сюда можно отнести имеющееся преимущество свободной ниши для деятельности в области коммерциализации местных технологий, благодаря этому наличие нераскрытых потенциалов казахстанских ученых и, следовательно, существование у них большой базы неиспользованных идей. Следующей особенностью является доступность технологий для зарубежных стран вследствие их низкой стоимости и недорогих цен на лицензирование изобретений и ноу-хау.

В настоящее время для заинтересованности в инновационной активности молодых обучающихся, что является большим потенциалом для развития экономики в республике, соблюдается ряд законов и постановлений правительства, что позволяет не только зрелым ученым, но и студента, магистрантам, докторантам пользоваться инструментами господдержки новых идей.

В заключение необходимо указать, что двигаясь за мировым уровнем и преодолевая все встречающиеся препятствия на пути коммерциализации технологий у казахстанской науки, процесс обучения молодежи, в частности обучающихся вузов основам этого направления, имеет неплохое начало. Но требуется дальнейшие исследования и поддержки современных студентов, магистрантов, докторантов, преподавателей по дисциплинам образовательных программ исамих ученых, особенно в вопросах лицензирования интеллектуальной собственности изобретателями Казахстана - относительно молодой республики, подающих большие надежды на будущее.

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#### IMPLEMENTATION OF NON-FORMAL EDUCATION AT A UNIVERSITY BASED ON THE EXPERIENCE OF THE EUROPEAN UNION

Abstract. The EU allows for the key factors of non-formal education – personal motivation to study and the availability of a variety of educational resources. Based on the experience of the EU, universities in Kazakhstan are able to develop a special module for the introduction of non-formal education. As a result of the development and implementation of the module, students gain in-depth theoretical knowledge about non-formal education in the EU; students will form a holistic view and a comprehensive understanding of the implementation of non-formal education policy in the EU, practical skills in using the results of non-formal education by studying the EU experience

Keywords: non-formal education; European Union; principles of non-formal education; draft curriculum of the module.

Аннотация. В ЕС учитываются ключевые факторы неформального образования – личная мотивация к учению и наличие разнообразных образовательных ресурсов. На основе опыта Евросоюза вузы Казахстана способны разработать специальный модуль по внедрению неформального образования. В результате разработки и внедрения модуля студенты получают глубокие теоретические знания о неформальном образовании ЕС; у студентов сформируется целостный взгляд и всестороннее понимание реализации политики неформального образования в ЕС, практические навыки по использованию результатов неформального образования путем изучения опыта ЕС.

Ключевые слова: неформальное обучение; Европейский Союз; принципы неформального образования; проект учебной программы модуля.

The motto of the European Union (EU) «United in Diversity» is implemented in the EU's goals of promoting the peace and well-being of its citizens, as well as freedom, security and justice without internal borders [1]. The EU Member States recognize common values – integration, tolerance, justice, solidarity and non-discrimination. One of the urgent problems is the issue of quality and alternative education. In the context of globalization, the educational sphere, its types and forms throughout the world are being continuously transformed. Realizing that there is inflexible formal education, that cannot to promptly respond to the challenges of the time, has urged the EU to develop non-formal education. Non-formal education in the European Union covers almost all education aimed at a precise, freely chosen socially aligned goal. The EU acknowledges non-formal education through the construction of a personal development path, self-reliance on one's own abilities, extension of social relationships, and manifestation of emotional intelligence. The relevancy of developing the problem of non-formal education has increased due to the development of the idea of lifelong education. Non-formal education in the EU includes all activities outside formal education and with its certification acknowledged.

Among the main international actors declaring the importance of acknowledging non-formal education, it is necessary to give prominence to the United Nations and its main structures – UNESCO and the International Labor Organization, as well as the Council of Europe, the Organization for Economic Cooperation and Development, the European Union [3].

The fundamental principles of the EU non-formal education are accessibility and voluntariness. Non-formal education in the EU has a great «freedom» in choosing learning forms, methods, technologies that meet the needs of the students. In the EU, non-formal education enriches and develops a person's skills and abilities. This makes non-formal education an optimal tool for people with completely different goals. The EU non-formal education facilitates labor mobility, increases the openness and competitiveness of the market, makes it accessible for the population, makes it possible to consciously get the necessary knowledge and skills, and promotes integration. The problem is the need to develop not only the supply, but also the demand for educational services, especially among those passively being involved in the learning process. The EU countries have different forms of support for non-formal education - from the state and private enterprises.

Today, the EU countries remain the most successful in international integration groups. From this point of view, European non-formal education studies can be seen as the development of positive international experience. This is beneficial not only for the European region itself, but also for any other regions worldwide that actively promote national educational processes [2].

Currently, the study of the European experience in introducing non-formal education as a whole is very limited.

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However, there is a lack of courses on the implementation of EU experience-based non-formal education. Moreover, there are not enough lecturers who could teach European non-formal education studies. With the growing interest in studying the experience of non-formal education in the EU among students, there is a need to train skilled specialists in international studies that develop a European direction and European studies in general.

Thus, in order to increase interest in EU activities, encourage and facilitate the diversification of EU research at the national level, it is possible to develop a special module.

The purpose of the module is to heighten interest in and focus on European studies by examining the theoretical background and practical experience of non-formal education in the EU. The target group of the module is students of pedagogy major programs who are actively interested in the study of the European non-formal education process.

The draft curriculum of the module includes issues related to the theoretical and practical aspects of EU non-formal education, which determine the need to apply various methods, such as: flipped classroom, discussions and debates, case studies, brainstorming, problem lectures, role-playing games, etc.

These methods are basically in line with the student-centered approach, since they involve collaborative learning and both the student and the teacher are participants in the learning process.

The combination of these methods enables to form effective professional competencies.

Upon completion of the module, students will gain in-depth theoretical knowledge about the trends in non-formal education in the EU, and practical knowledge on the use of European experience in organizing non-formal education. Students should know how to analyze the EU's activities in organizing and implementing non-formal education, critically analyze and speak in public, which are the main results.

In general, the module offers to students an insight into European educational policy that students have no idea about. Thus, the proposed module will heighten the interest in the EU efforts, encourage and facilitate diversified EU research at the national level. Moreover, all the worked out learning materials under the «Non-formal Education: European Experience» module, after the project has been implemented, can be used as the basis for the formation of a European path as part of the pedagogy major programs.

The introduction of the module «Non-formal Education: European Experience» will provide a holistic view and a comprehensive understanding of the implementation of non-formal education in the EU, its goals, areas of focus, legal, political and institutional mechanisms for the educational policy regulation through the use of project and problem-based teaching methods, critical analysis methods, case-stage.

The module will facilitate forming professional competencies of teachers for organizing the EU non-formal education. The module is focused on developing professional competencies that are important for employment and will favor career advancement.

The teachers' efforts to study the experience of EU non-formal education and disseminate it among students through various teaching methods as part of the project will greatly increase the outcome from European research in the field of non-formal education, as well as the spread of European educational traditions in non-European countries.

The learning outcomes during the lifespan of the project will be used in the module activities.

Firstly, the theoretical and practical results will be used in the round table discussions, which are planned to be held during the second academic year and are intended for teachers, students, scientists and education specialists. This effort will facilitate catching public and academic eyes to issues related to non-formal education and its regulation. The round table agenda will be customized to discussions with concerned persons on various non-formal education issues.

Secondly, following teaching and research activities, key teaching staff will publish and present to a wide range of students and other concerned persons the monograph «Non-Formal Education: European Experience» in the last year of the project lifespan. The content of the module will be systematized as part of the monograph. The monograph will be at free access in the university library and will provide students with an additional opportunity to study on their own European non-formal education policy. Key teachers being involved in international conferences and making their annual publications are worth noting.

Thirdly, for a wider dissemination of the project results, a Massive Open Online Course (MOOC) –2 «Non-formal Education: European Experience» will be designed. Through the MOOC, the project results will be disseminated once completed in a wider academic space, while reaching a growing number of students, professionals and other concerned groups. Various distance learning methods will facilitate the successful implementation of MOOCs.

The module involves knowledge and understanding of the main EU trends in the transformation of non-formal education – the basics, concepts and approaches of the EU non-formal education policy. Following the results of the module study, students know how to: apply methods for analyzing the results of non-formal education; elicit problems of organizing non-formal education in the EU countries; use modern information technologies and software in addressing educational challenges; search for and analyze the best practices of non-formal education; analyze legal and policy documents and non-formal education programs; assess the possible risks of the implementation of non-formal education; formulate proposals for addressing emerging challenges in education. In this regard, the proposed module will heighten interest in the EU educational experience, encourage and facilitate the diversified EU studies in Kazakhstan.

The growing embrace of Europe will bolster European learning, which will create new opportunities for university graduates and become the blueprint for future European knowledge poles, stimulate and promote the diversified European studies in Kazakhstan.

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