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Updated educational program: a new direction, a new look

This article examines the prerequisites for updating the content of secondary education in Kazakhstan and the priorities for updating the educational program. It also describes the changes in education, the substantive differences between the updated curricula, the three key components of effective learning, the advantages of criteria evaluation, the pedagogical approaches to learning in the context of renewing the content of education, and the modern methods of teaching and learning.

Keywords: update the content of secondary education, skill, training program, appraisal, pedagogical approaches, competence.

To enter the world educational space, the Republic of Kazakhstan has chosen a strategic course oriented to the world educational experience, following the best traditions and standards of domestic education. In this regard, the Ministry of Education and Science of the Republic of Kazakhstan has launched a set of measures aimed at updating the content of secondary education.

Updating the content of education - reviewing the structure and content of the educational program, methods and approaches to learning and education. This should be the result of introducing an updated content of education - creating an educational environment for the harmonious development and intellectual development of a person who has functional literacy and competitiveness in all aspects of life, including national and universal values.

President Nursultan Nazarbayev in his Address to the Nation «Socio-economic modernization is the main vector of Kazakhstan's development» today the Nazarbayev University and intellectual schools are successfully working on the basis of international standards. It is necessary to extend our experience to the entire Kazakhstani education system and to involve all educational institutions in their level» [1]. And Nazarbayev Intellectual schools have changed their educational program to include the best international practices and incorporate them into the learning process. The program is aimed at the development of Kazakh, Russian and English languages, as well as support for teachers and students in Kazakhstan.

An improved educational program requires the concept of «lifelong learning» from the concept of «lifelong learning»; obedience to initiative; transition from knowledge to competence. It aims to turn learning objectives into learning outcomes based on values, forming many skills.

In this regard, the priorities for updating the curriculum are: the success of the idea that students need skills, because knowledge is necessary for success. This requires students to memorize information and understand, understand and apply knowledge in various fields. This use of knowledge allows students to acquire a wider range of competences, often called «The Skills of the 21st Century».

There are several definitions of the term «21st century skills». Within the framework of the curriculum, the Organization for Economic Co-operation and Development (OECD) uses the structure created within the framework of the project of identification and selection of competencies. Here competence is more than just knowledge and skills. It includes the psychological resources of certain contexts and, therefore, includes the ability to solve complex problems. For example, the ability to communicate effectively is the ability of a person to communicate, acquire practical skills in the field of information technology and build relationships with others».

That is why he defined the values and skills of students in the updated general education programs. The values, skills and competencies of the subject are considered. The curriculum for the discipline includes the level of knowledge, skills and competencies in the subject, taking into account the proposed values and skills. That is, these values and skills are defined in the curriculum that teaches the subject, the subject curriculum is the basis of the standard curriculum.

President of the Republic of Kazakhstan N.Nazarbayev At the initiative of Nazarbayev «National plan - 100 steps: a modern state for all» [2]. Within the framework of the implementation of the National Plan, five

steps are planned in the field of education aimed at improving the quality of human capital based on OECD standards. Three of them are connected with the system of general secondary education:

Step 76. Update the school education standards for the phased implementation of 12-year education, the development of functional literacy. Implementing coercive financing in high school, creating a system of incentives for successful schools.

Step 79. In the education system - a phased transition to teaching in high school and university English.

Step 89. Development and implementation of the national project «Nurly Bolashak». The introduction of the values of «Mangilik El» into existing curricula of school education [3].

The content of the education was developed with the updated state standard of primary, basic and general secondary education, the development of curricula focused on the values of Mangilik El. In the spirit of the national idea «Mangilik El» all the work of school teachers should be aimed at forming a person with knowledgeable, advanced leadership skills, able to make decisions in a choice, capable of cooperation and intercultural interaction, responsible for the fate of their people.

The question of education systems for future generations is being considered worldwide. In this context, key issues such as «What should children learn to be successful in the 21st century?» And «What are the effective methods of teaching?» These issues are closely related to the educational programs and pedagogical approaches used to implement the educational program. Students also have the opportunity to develop cultural, emotional, intellectual, social and spiritual development through education. Training allows students to acquire new knowledge, as well as develop their knowledge.

At present, Kazakhstan is working on a national context so that it can respond to the global problems described above. In the educational program, national values, assessments, textbooks and teaching methods are aimed at improving the overall performance of schoolchildren, as well as developing the skills necessary for innovation and leadership, the formation and implementation of national consciousness through the school context, international experience. The implementation of the updated curriculum and evaluation system is one of the measures taken to address these problems.

What are the features of the updated general education programs? It:

- the presence of «common themes» in the disciplines of one area of knowledge, as well as interdisciplinary communication;
- the complexity of the design of the object, i.e. Gradual expansion of educational material both vertically and horizontally (increase knowledge of topics and classes);
- content sections and proposed topics to meet temporary requirements, focusing on the development of social skills;
- the hierarchy of learning objectives in the Bloom taxonomy, based on the classification of thinking skills on the most important types of legitimacy and subject operations;
- give maximum attention to the interdisciplinary communication of pedagogical goals at the level of education and the entire course of study;
- the educational process is presented in the form of long-term, medium-term and short-term plans.

Thus, the updated educational program includes the transition to modern educational philosophy and methodology, the modification of educational methods, improved models in the education system, effective approaches to teaching and learning, the transition to a developing, constructive model of education that provides cognitive activity and self-esteem, patriotism, national spiritual values, multiculturalism, health and environmental education.

With regard to the coherence of the general curriculum, the analysis of educational systems that have reached the highest standards is the key to improving the educational standards of the educational program throughout the country. As for updating the curriculum, all components related to how the «harmony» training program is adopted and how it actually works will cooperate, replenish and strengthen each other. Consequently, the content of the general educational curriculum, pedagogical approaches and evaluation methods is focused on one goal and is used in each class, every lesson.

Teachers should be convinced that their teaching activities contribute to the implementation of the educational program and that the evaluation helps the students to deliver the information they need and to support their achievements. This should pay attention to the importance of understanding by teachers three key components of effective learning - an educational program, pedagogical approaches and an evaluation system for students.

Modern pedagogical methods of organizing the educational process within the framework of the renewed educational program:

The sorting method is the active development of students' creative and critical thinking skills and other teaching methods that are of interest to them.

The use of differentiated tasks, differentiated by the method of differentiation, educational and cognitive interests and the help of the teacher, is a prerequisite for differentiated learning activities.

The course of action allows students to develop their competencies based on self-censorship, and to direct their learning to executive actions. The ratio of students is divided into categories such as «know», «understand», «use», «analyze», «accumulate», and «evaluate».

Individual approach is the principle of equality between the teacher and the student in the implementation of educational goals. Solves the following educational goals: to disturb the student and the teacher, to establish a dialogue, to promote creativity, cooperation and social activity.

Approach to competence - students learn together to acquire knowledge and skills. The main purpose of the approach to competence is to encourage students to demonstrate that they can initiate and work independently.

Built-in approach - the subject is closely related to other disciplines.

A systematic approach - provides interdisciplinary preparation of course subjects and sections of courses.

A systematic behavioral approach is based on the self-organization of student learning activities, which provides the opportunity to form and develop a system of universal learning activities. This makes it possible to organize the learning process in self-learning, self-development, self-organization.

These pedagogical methods are one of the priorities of education in the modern world, where pupils «learn to learn» and work selflessly, are interested, have a reliable, responsible and intelligent person.

For this reason, teachers should develop and develop the following qualities, using different teaching methods:

- Recognizing the importance of using the student's knowledge, skills and abilities to listen to his personal opinion about the development of the student;
- encouraging and encouraging students through significant differentiated tasks and exercises;
- support for students through «learning assessment»;
- encouragement of research activities and student activities based on decision and analysis of reports;
- development of critical thinking skills;
- participation of students in the work of individual, couples, groups and activities of the mass class [4].

Basically, the renewed education system is a program of competence and quality. The importance of modern education is critical thinking, research, practice, the use of ICT, communicative communication, individual, teamwork, functional literacy, creativity and effective teaching methods necessary for effective communication and effective implementation.

Using modern methods of teaching and learning to achieve the educational goals of the curriculum:

- problem-oriented learning: the student is looking for solutions to the problem that he is facing;
- Students independently learn information, communicate with the group, classify them, analyze and solve the knowledge of students, make presentations.
- research position (what I know, what I want to know or know);
- gambling;
- a differentiated approach, allowing in-depth study of the topic;
- combination of traditional and new teaching methods;
- evaluation of training;
- Formation of a situation that stimulates students to self-evaluation and self-identification (self-realization).

In the updated curriculum, the assessment systems are fundamentally changed, and the transition to a rating-based assessment system is one of the most important. The main goal of the improved educational program is to improve the results of students' education. That is, the transition of the educational system to new educational content involves the preparation of a student who can illustrate the full picture of modern schools. The success of the modern school is determined by the formation of a new approach to the evaluation of the teacher, aimed at updating the teaching experience.

The training center is not only an educational center, but also a center for assessing the knowledge and motivation of pupils' pupils. Well, it plays a decisive role in the formation of the student.

Evaluation is an important element of the pedagogical process, which includes a comprehensive understanding of the learning process and its results. This is an approach that helps students identify,

improve and adjust the level of their education, qualifications or personal development. Any evaluation is related to the need to obtain information about how effective interaction was during the training process. Evaluation is an integral part of the learning and phase of conclusions.

Currently, since the use of realistic evaluation is the basis of effective learning, assessment technology has a significant impact on how students are interested in the subject. One of the most important problems is the introduction of formal approaches to school practice. The student's progress in the subject is assessed in two ways: Formative assessment and final assessment. This will encourage the child to explore each other. The advantage of this evaluation system is that it encourages the child to develop thinking and engage in science. This type of assessment is formulated as a prerequisite for determining the value of a particular student, his / her shortcomings in the educational content and the most effective clarification of his / her place of residence. The teacher can accurately determine the purpose of the subject through this evaluation. This can help the student to present a holistic, harmonious picture of past topics, identify appropriate control methods and encourage them to reach a higher level. The goal of the Formative Assessment is an integral part of teaching and learning, which directly affects student performance and progress in learning and provides feedback between learners and teachers [2].

Finally, in the State Program for the Development of Education and Science in the Republic of Kazakhstan for 2016–2019: «The world lives in the conditions of global problems. This is the introduction of new technological achievements and innovations, the rapid development of IT technologies and the mobility of human resources. In this case, education and science should be at the forefront of change. Leading economies of the world are only at the expense of high human capital. It was emphasized that new educational strategies and policies are being introduced into it [5].

Therefore, the modern stage of modernization of the Kazakhstani system of education and science ensures access for every person to quality preschool education and training, the acquisition of new skills in the college and at the university, as well as the development of research and creative competencies.

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Жаңартылған білім беру бағдарламасы: жаңа бағыт, жаңа көзқарас

Мақалада Қазақстан Республикасында жаңартылған білім беру мазмұнын жаңартудың алғашқы қадамдары мен басымдықтары қарастырылды. Сонымен қатар білім саласындағы өзгерістер, жаңартылған білім беру бағдарламасының мазмұндық ерекшеліктері, тиімді оқытудың түйінді үш компоненті, критериалды бағалау жүйесінің артықшылықтары, жаңартылған білім беру бағдарламасы аясында пәндерді оқытуда қолданылатын педагогикалық әдіс-тәсілдер және оқу мен оқытудың заманауи әдістерін қолдану сөз болды.

Кілт сөздер: білім мазмұнын жаңарту, дағды, оқу бағдарламасы, бағалау, педагогикалық әдіс-тәсілдер, құзыреттілік.

Обновленная образовательная программа: новое направление, новый взгляд

В статье рассмотрены предпосылки обновления содержания среднего образования в Казахстане и приоритеты обновления образовательной программы. Также описаны вопросы об изменении в сфере образования, о содержательном отличии обновленных учебных программ, о трех ключевых компонентах эффективного обучения, о преимуществах критериального оценивания, о педагогических подходах к обучению в рамках обновления содержания образования и о современных методах преподавания и обучения.

Ключевые слова: обновление содержания образования, умение, учебная программа, оценивание, педагогические подходы, компетентность.

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