

MODULAR CONSTRUCTION FEATURES OF EDUCATIONAL PROGRAMS AT THE HIGHER EDUCATIONAL

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In the context of the Bologna process there are ideas about language competencies relate to credit-modular system, which involves the deployment of a multi-level and non-linear learning, flexible learning paths [1]. The quality of educational programs is one of the most important problem for Universities in the Kazakhstan.

We have developed and implemented modular educational programs at the University with flexible learning paths for two technical specialties on the basis of competence model.

As a result of this work, which has involved a wide range of employers, it determined the structure of educational programs. For example, the educational program "Standardization, Metrology and Certification" includes the following modules: socio-humanitarian, language, science, Economics and Law, the basic chemical, physical and technical module, basic special disciplines module, sanitary-biological disciplines, technological module, testing and monitoring, organizational management module, conformity assessment and accreditation; Modules of professional practice and final certification.

Each module of the educational program is designed to achieve a specific result in terms of training and competence represented by a set of disciplines studied in a logical sequence. Thus, physical and technical module requires consistent and cohesive study of such subjects as "Physics", "Heat", "Fundamentals of Electrical Engineering", "Engineering Mechanics", "Applied Mechanics".

Since the total amount of one module must be at least 5 credits in the Kazakhstan system (8 credits ECTS) [2], the module can consist of at least two disciplines. In this regard, it was important to identify the interdisciplinary communication, the ratio of subjects to determine the forms of organization of independent work of students in such a way that they provide a uniform load assignments for the students and that they were interconnected and non-duplicative. It was especially important to establish interaction between teachers, if one module's discipline are read in different departments. This task was facilitated by inter-chair methodical seminars, by the development of cross-cutting interdisciplinary tasks, by the introduction of inter-chair of the graduation projects.

The next step was to develop a modular curriculum subjects, to review of their structure and content. In addition, it is important to work systematically to improve the educational trajectories of students taking into account the actual needs of the economy.

Reference:

1. *Yerevan communiqué // Bologna Process – European Higher Education Area.* – URL.: http://www.ehea.info/Uploads/SubmitedFiles/5_2015/112705.pdf
2. *Правила организации учебного процесса по кредитной технологии обучения* - <http://www.edu.gov.kz>