The Social Sciences 11 (17): 4121-4130, 2016
ISSN: 1818-5800

New Approaches to Model Building of the Specialist in the Continuous Education System of the Republic of Kazakhstan

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Abstract: An is considered the theoretical and methodological approaches to building of model of the specialist, there are stated the general principles and main factors of selection and structuring of the content of higher education in continuous education system of the Republic of Kazakhstan. It is revealed the modern sense of idea of continuing education as "life-long learning". The strategic directions of development of the higher education of Kazakhstan in 21century against the background of near and far abroad are designated. There are assigned the tasks of improvement of a national education system and creation of organizational and substantial bases within the frames of realization of fundamental idea of a sustainable development of education. There were analyzed the characteristics in model building of the specialist, use in the process of development of the organizational and pedagogical bases of improvement of training of students in the conditions of continuing education of an integrated approach. It was revealed and proved the need of revision of qualification requirements to the levels of training of graduates of educational institutions. On the basis of the conducted research, authors are offered development of the generalized model of activity and its standard reflection the qualification characteristic of the graduate, it is given an instrumental approach to development of the content of training of specialists on the basis of the structural and functional analysis of their activity, there are formulated the basic principles and stages of modeling.

Key words: Model of specialist, professional competence, qualification characteristic, continuing education, integration processes, integrated approach, activity approach, competence approach

INTRODUCTION

At the turn of the XXI century in the world there were started to be carried out the education reforms, connected with understanding of its priority role in social and economic and cultural transformation of society.

In program and regulatory legal documents of the Republic of Kazakhstan it was fixed modernization of educational system which states process of integration of an education system in general. For this purpose it is carried out the study of system of flexible intercommunication of educational institutions which are oriented on the maximum satisfaction of demand of the population for educational services (Akhmetova, 2004; Nazarbayev, 1997; Nazarbayev, 2003a, b).

Other aspect of the designated problem is connected with determination of new substantial filling of educational process which is caused by the changes, happening in an economic complex of the country, economy, science, engineering in the sphere of culture and art. Today there are no special researches on studying of the content of activity of the specialists that interferes with identification of priorities in the choice of specialties; to operational updating of their contents; development continuous, on levels of training, models of specialists of new specialties. Nevertheless, changes in the content of activity of graduates of educational institutions are quite obvious therefore the optimal way out in the circumstances implies in development of fundamental bases of the content of education.

In the long term development of a national education system will demand improvement of qualification requirements to training of graduates of educational institutions. In this regard actual task is the development of mechanisms and their continuous updating.

In the conditions of scientific and technical and social development the period of "life of knowledge" was considerably reduced therefore there is a need for designing of the new knowledge, differing in the increased resistance to the current changes and also for forecasting of the personal qualities of the person, defining his stability not only in professional but also all

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life activity. In conceptions and program documents of development of national education of the Republic of Kazakhstan there are designated the real contours of new model of education. As the main priority in an education system it is considered its converting function which includes creation of the personality in the conditions of transformation of society and providing qualitative result of the activity. Defining possibility of development in the sphere of culture and art, it is revealed the tendency to merger of educational institutions of the secondary, specialized secondary and higher levels of education for the solution of educational tasks in the international and regional practice.

Instrumental approach to development of the content of training of specialists on the basis of the structural and functional analysis of their activity allows to reach the solution of a number of practical tasks: development of conceptual bases of development of an education system and organizational aspects of educational work in educational institution; model building of the specialist; organization of training of specialists for new specialties.

In this there are designated possible theoretical and methodical bases of the solution of a task of formation of a personal component of the graduate model which will make the significant contribution to world science and practice.

Literature review: We connect the questions of the theory of system formation of general knowledge for students with traditional classifications of scientific knowledge which reflect unity and indivisibility of surrounding world. Thus, the complexity is consisted in transformation of components of such classifications in curricula and programs. It is developed in special literature the valuable and didactic criteria, the possible principles and methods of selection and designing of educational information, such as the structural and logical principle of the organization of a training material (Matyushkov, 2006) the principle of the professional, intra and inter-subject importance of educational information (Zhuk, 2011); the system approach to designing of educational information Arkhangelsky (2000) offers the separate methods of designing of the contents (generalizations, integration) (compression, consolidation of information) (Skatkin, 2006; Yakunin, 2001). However, the use of integrated method of deployment of logical structure of a subject for development and designing of the content of education is insufficiently. It is necessary to consider experience of system designing of knowledge.

Today, the pedagogical science is occupied with comprehension of its essence and value, search of ways of development. The education humanization was understood as "hominization" of knowledge until recently. Such interpretation wasn't opened all essence of educational process. Absolutely differently R. Burns, A. Combs, A. Maslow, G. Allport, K. Rogers, etc., consider the education purpose. The main accent is put on self-actualization and self-realization of the personality that is consciousness by the person of him in reality and formation of the personality.

It is known that the person is formed in three types of activity: work, cognition, communication. According to Platonov (2002) from these positions in each of three types of activity it is formed an attitude towards to the personality, to the nature, society, it is acquired knowledge, skills, there are revealed abilities.

In works of such authors as Lednev (2001), Rostunov (2004), Smirnova (1997) and Talyzina (2006), there are offered the scientific approaches to selection of the content of education at the higher and specialized secondary school. However, taking place in practice, the phenomenon of formalism in the selection process of knowledge, insufficient flexibility in configuration of the content of training, weak professional expressiveness of fundamental training in the specialty and some other reasons do the traditional approaches not absolutely accepted for a continuous education system.

Most of the scientists working on problems of the content of education understand analog of the generalized image of the specialist of a concrete profile as model of the specialist. For example, I.I. Sigov understands the image, reflected in specified documentation, as model of the specialist. According to A.T. Rostunov and E.E Smirnova, at the heart of model of the specialist it is necessary to see the model of his activity which is considered a key to the organization of the contents, the purposes and tasks of different levels of professional education.

Introduction of concepts of competence, competencies, professional qualities, qualifications was scientifically grounded by the scientists of the Europe countries in the mid-eighties of the last century (D. Mertens, B. Oscarson, A. Shelten, R. Bader, Saymon Sho, etc.). At the same time it was started the development of this problem in the Soviet pedagogy in the works of Rostunov (2004), Smirnova (2007) and Talyzina (2006).

From the middle of the 90th it is carried out the determination of prognostic characteristics and constructs of activity and training of specialists in the context of activity approach to the selection and designing of the content of education of Kazakhstan in the works of Alshanov (2003), Erniyazova (2004), Akhmetova (2014) and Kusherbayev (1998).

Today in all professional directions, it is carried out a broad interpretation and adaptation of the given concepts with use of additional definitions: generalized, key, basic, meta-professional, etc. The offers about use of these concepts in modernization of the higher education are contained in the scientific works of many Russian authors Borytko (2005), Zimnyaya (2003) and Khutorskoy (2003) also in works of the Kazakhstan researchers Rakhimbek, Kusainov and Nurtazina (2004).

B.S. Gershunskiy in his research "Philosophy of education for the 21 century" analyzes the interconnected categories such as "literacy", "education", "professional competence" which are characterized a structure of personality formation in the process of growth of the general level of her education. Normative substantiation of structural components of the called categories after the corresponding didactic interpretation is able to afford to carry out access to the process of modeling of the content of education.

MATERIALS AND METHODS

As one of versions of the solution of the designated problem, it is possible to carry out on the basis of the structural and functional analysis of the content of activity of graduates in the concrete professional education or specialty with exarticulation of its most significant types (problems; types, algorithms of activity; functions; knowledge, skills, abilities; personal qualities). Division of the content of professional activity of the graduate during the structural and functional analysis assumes in turn, at the subsequent research phases a synthesis of knowledge in the context of new, the personal-oriented paradigm of education, the concept of development of an education system and professional area, an expert assessment, etc.

The structural and functional analysis of activity of the graduate is connected with a ratio of each type of activity in its generalized contents with ranging on measures of significance and selection, taking into account the developed criteria.

Having defined on a research task studying of activity of specialists in concrete branch, we should carry out a choice of respondents for research. Formation of a sample it is expedient to carry out in the organizations and institutions in which graduates on this specialty or group of specialties are distributed.

Sample volume, as a rule is defined by confidence probability with which it is guaranteed the accuracy of the result and the allowable error of representativeness. In practice of sociological researches the probability ratio is usually accepted as equal 95% (at p = 0,95, confidence coefficient t = 2) and the representativeness assessment is set ranging from 1-5% (0.01 0, 05).

With the help of the management of the organization or institution it is determined the circle of respondents who will participate in research. In their number there were the graduates who showed the good level of preparation and proved from a positive side in concrete professional activity. Besides, it is involved in research the specialists of all qualification levels, characteristic for official structure of this institution. Thus, forming a sample, it is possible to provide rather high reliability of reflection of universal set.

For improvement of training of graduates on concrete education level it is necessary on the basis of studying and forecasting of the forthcoming activity the creation and use of expert systemwhich includes stage-by-stage use of an expert assessment and development of the corresponding tools (questionnaires, lists, tables of statistical data, expert applications, etc). It is allowed an addition of this expert system with method of mathematical modeling.

As a rule, selection volume for pilot researches is not usually calculated and in practice it is considered sufficient involvement of 50-100 people with inclusion in this development of all groups of respondents, significant for research objectives.

Model building of the graduate is labor-consuming empirical procedure. As activity of the specialist is characterized by a number of parameters, it is expedient to present required components of parameters of activity in the form of lists.

Development of lists for poll of the specialists-graduates of this educational institution, working at the republican enterprises in the organizations and institutions, has to pursue the aim of systematization of the content of their activities for the subject, functional and problem principles.

As it was noted above, informatively capacious components for development of the content of training of the graduate are professional functions. For this purpose their existence is established by method of questioning (design, research, administrative, organizational, educational and methodical, educational, pedagogical, innovative, marketing, etc).

The analysis of the functions which are carried out by graduates allows to study activity of the specialist and also to build a model of his preparation, as structuring function carries out a role of the basic principle at separation of professions, specialties, specialization.

Before research all tools in the form of questionnaires and lists are checked on control group of respondents.

Results of experiment are ranged on each institution or the organization separately. At comparison of the lists of the same name there are distinctly traced their common regional specifics. Certainly, these specifics are reflected in training of concrete personnel of specialists.

Then, it is created the generalized list of problems, types of activity, functionswhich represents the generalized model of activity of the graduate of a concrete profile and level. The choice of level of professional depth of model will be depended on an ultimate goal of research: activity model, the qualification characteristic, training model, an obligatory component of activity and training of the graduate, determining of the need of separate institutions and organizations in graduates, opening of specialists in the new directions.

RESULTS

Objective of this research is the offer of the scientifically grounded mechanism of updating of the content of education at the higher school in the modern conditions.

The main task of this work is concluded in actualization of a problem of development of the content of training of specialists that is the central aspect of providing of personnel high quality training.

Development of a national education system according to change of the content of activity of specialists demands the revision of qualification requirements to the levels of training of graduates of educational institutions. In this regard there is actual a development of mechanisms of continuous updating of educational and program documentation, as the principal among which it is necessary to recognize creation of new forms of communications of education systems, science and professional activity with simultaneous strengthening of fundamental training of the specialist (Akhmetova, 2004; Nazarbayev, 2003, 1997, 2003).

It is rather formed in the world practice of education and almost new for us is the tendency to merger of educational institutions in the solution of educational tasks including integration of the general secondary, specialized secondary and higher education.

It is important to interconnect closely on educational levels with observance of the maximum continuity between them the general and fundamental training in such system. Providing of the fundamental bases of education opens opportunities for a training individualization.

Thus, the students can interrupt training at any educational level, having gained complete knowledge of a certain volume and depth. The educational processwhich was constructed in such way, allows for students to receive at the initial stage a good preparation at the basic courses and consciously to choose further its individual level. The main condition of the movement on educational levels are mental abilities of students, need for acquisition of knowledge, diligence, moral qualities.

Training in higher education institution is concentrated on fundamental and major subjects and scientific work that is on more difficult and valuable activity in the intellectual relation. Training becomes individualized with orientation to the professional activity and to further study that is revealed in differentiation of the contents and terms of training. The first step of training in higher education institution of the integrated type is connected with traditional training of the diplomaed specialist in the direction.

The second step of the higher school, carrying out function of preparation for scientific and pedagogical, research activity, carries out it at the profound level taking into account the new directions in the sphere of professional activity. Also the master's degree gives the right to continue training in postgraduate study (today the master's degree is obligatory at admission to postgraduate study) (Akhmetova, 2004; Nazarbayev, 2003, 1997, 2003).

In our country, it was officially considered that higher education institutions train the specialists who are capable to provide perspective development of the branch and specialized secondary schools the specialists for its service. However the illegibility of criteria of division of official functions of specialists in the branch, insufficient validity of criterion of level of their qualification was actually erased the distinctions in an orientation of training and in replacement of official structures. Therefore, quite in due time the changes on the basis of the principle of continuity of steps and levels in continuous education system and coordination of the content of education are made in a development of education. The content of the concept “continuing education” can be referred to three objects:

- To the personality in this case it means that the person studies constantly, without rather long interruptions and he studies both in educational institutions and by self-education
- To educational processes and in this case the continuity acts as the characteristic of an involvement of the personality in educational process at all stages of its development
- To organizational structure of education when educational institutions are interconnected with each other thanks to what it is created the space of educational services

Continuing education is valuable that promotes the solution of three main objectives:

- Training of the person for inclusion in system of the modern public and professional relations

- Improvement of the person who is already included in a social production for his timely adaptation to constantly changing conditions
- Versatile development of the personality, formation of his outlook, moral, esthetic and other qualities and abilities

It should be noted that the idea of continuing education finds support in many countries and becomes the basic principle of educational reforms from the middle of the 70th years of the last century.

In the USA, for example, training on the master's degree is considered as preparation for scientific, professional and pedagogical activity. Recently the master's degree is connected with acquisition of the corresponding specialty for future professional activity. Therefore, it is sharply increased the demand for personnel of the specialists with good training in fundamental sciences, who are capable successfully to be engaged in researches and developments in a certain professional sphere.

The higher education in Japan where there are two levels of training is a little specific. In the structural relation at the higher school there is a prevalence of the university sector. The innovations in this sphere are decided locally at preservation of traditional idea of the university education. So, the problem of training of the creative highly qualified specialists for the latest production is solved only by two higher education institutions Nagoya Institute of Technology and Toyohashi University of Technology.

Feature of the higher education in Germany, unlike other advanced countries is that almost all higher education institutions have the state form of property; it is approved the professional oriented one-stage system of the higher education. The structural and educational model is designed on the system of lifelong training.

According to Arkhangelskiy (2000) the main tendencies of development of the higher school of Germany there are following directions:

- Mass character
- Growth of prestigiousness of the higher education
- Availability
- Improvement of quality of training
- Increase in rupture between professional opportunities of graduates of the higher school and their real employment
- Dependence of the higher education of Germany on the European integration processes

Investigating domestic and foreign experience in the field of vocational training, we find a great number of the general elements for us. Some of them gained sufficient development and turned into steady tendencies, for example "intentional learning" (which is characterized for the USA, Great Britain) and others were arisen recently and are being passed the formation period. Thus, borrowing of positive experience in part of selection of the content of education and change of organizational structure demands a thorough regional binding.

During the public transformations by strategy of the higher education of the Republic of Kazakhstan in our century it is supposed: comprehension of the perspective tendencies of development of national economy connected with determination of its priorities; formation of new contours of an education system taking into account concrete social and historical experience abroad and preservation of the best traditions of the country.

Today, the integration processes to some extent characterize education systems of all countries of the world. The foundation of such cooperation was made during the time of creation of the first universities. At this stage cooperation in the field of education is necessary for mankind in order to cope with global problems of the new millennium, such as an ecological situation, energy and economic crises, the international terrorism and crime. Besides, it is very important to develop and strengthen public systems, to understand the general values and the own attitude towards to them.

Implementation of actions for harmonization of the European system of the higher education within the Sorbonne Declaration, the Lisbon convention in 1997) the Bologna declaration in 1999 and other forums represents concrete stages of development of the European system of the higher education which purpose is creation new intellectual, cultural, scientific, technological and other potentials in Europe.

Harmonization of education systems in Europe defines the purposes and tasks of their reforming. For Kazakhstan it is providing of appeal of educational institutions not only for its population but also for foreign citizens. The main condition of achievement of such purpose can be the international competitiveness of national system of the higher education that is possible on the way of rapprochement of educational systems, the organization of cooperation in ensuring quality of training of specialists.

Reorientation of the rigid, centralized education system on variative, open for innovations defines a priority of the personal oriented paradigmwhich formation turns education into the differentiated sphere of educational services and actualizes a problem of its

compliance to the structure of the personality needs. The high degree of differentiation of educational needs demands the system substantiation and realization of the corresponding services without which further progress in society is impossible.

The questions of development of educational and program documentation, vocational orientation, assessment of the knowledge of students are solved at this stage generally according to the traditional scheme. Therefore innovative transformations which reliability has to be provided not only by estimates of the experts in some cases subjective but also prognostic researches are the result of educational strategy.

Wellbeing of any state depends on an education level of development in the country therefore the assessment of productivity of functioning of the educational sphere has to be integrated and expediently to carry out it not only on state but also at the multicivilizational and personal levels (Akhmetova, 2004; Nazarbayev, 2003, 1997, 2003).

Today, it is clear that equality and multilateral cooperation, respect of spiritual and cultural values of any people depend on an education system assessment from a position of ideological synthesis of human and social life values. Such assessment assumes correlation of the main characteristics of the educational sphere with the international achievements in this area. Thus the general results need to be considered against personal educational achievements taking into account their structure and continuity in continuing educational activity of the person.

The comprehensive secondary school provides minimally necessary level of knowledge, skills, abilities which is required to the person for inclusion in different types of activity. Minimally necessary level of knowledge represents humanitarian and natural scientific bases of knowledge of the world which consist of elementary concepts, ideas and skills focused on inclusion of the person in further stages of educational and work activities. Optional studies at comprehensive secondary school, training in the directions in lyceums and gymnasiums are connected with a choice in the prospect of the corresponding profession and specialty. Realizing a concrete choice, the person peruses with the contents, object and subject of activity of the specialists.

In professional self-determination the person has to be mastered the following stages: the first stage is connected with the comprehension of the need for acquisition of specialty, the second with implementation of professional self-adapting, the third stage correlates to a formulation of the motivational purposes of educational activity.

Acceleration of the rates of development of society defines the need of replenishment of knowledge by the person throughout the entire period of professional activity. As a result, it is changed the conception about continuous education system which essence is a transition to permanent education during all human life. Such education in the substantial plan assumes new knowledge, new education level and readiness for new types of the professional activity.

In traditional system the purpose of education is reduced to acquisition of the knowledge necessary for the person in life and activity. In modern conditions as a goal of education is not only training of the person for adulthood and activity in concrete society but also training for transformation of this life, activity and society and also for formation of the corresponding personal qualities. In this regard there are appeared other backbone factors and new contours of model of education, first of all development of its fundamental bases with orientation to universal values. Thus, satisfying needs of the individual, the nations, the states, education is a component of culture of the society in general. Today it is not only the result of assimilation of the systematized knowledge, skills and abilities but it is a research way of knowledge acquisition. The education of the individual demands big efforts and constant work on yourself, independence, self-creativity and creation yourself in the fast-changing world that causes constant need to make a breakthrough in existing experience for the purpose of creation of the stable model of the world and position of the individual in it. The new idea of continuing education consists in it.

In the modern conditions the content of professional activity of graduates of educational institutions was complicated. It was determined the need of introduction of the corresponding methodological supply (Akhmetova, 2004; Nazarbayev, 2003a, b, 1997, 2003). Possibility of representation of each of the subsequent stages of educational acquisitions of the person in the form of structure with determination of the current parameters and their calculation on the future (an involvement in in educational and work activities) allows to develop a model of the graduate of educational institution (activity and the personality) with expected educational characteristics.

Continuous education system changes the traditional conception about these categories. A new understanding of their essence has to find reflection in the process of modeling of the content of education.

The first step in model building of the specialist is development of the generalized graduate's model. Acording to the literature analysis on this subject there was revealed that the content of such model has to include a complex of the requirements of society to the

graduate, his professional and personal qualities, world outlook, intelligence and general culture. Interpretation of these requirements allows to define the corresponding knowledge, abilities, skills, providing to the person an opportunity to satisfy the spiritual and social needs.

It is quite obvious that the generalized model of the graduate has to contain a regulatory list (an obligatory minimum) of requirements of the society to competency of the specialist.

Application of an integrated approach in the field of development of organizational and pedagogical bases of improvement of the content of training of graduates of the new generation means definition of system of the interconnected final and interim goals. Expressed through quantitative and qualitative characteristics, they can become peculiar standards and comparison with them allows to estimate the content of training at each stage. Thus orientation of all educational process to achievement of ultimate goals of training of the graduates of higher educational institutions in the new directions demands taking into account of all factors forming it. Therefore, the integrated approach assumes selection of the necessary content of training, connection in the system of stages, elements, conditions of process of its development and their orientation to achievement of ultimate goals: securing of needs of society and the personality in modern knowledge (with reflection by means of abstract quantitative and qualitative characteristics in the generalized model).

The main selection criterion of the content of education, according to opinion of a number of researchers is the requirement of obligatory presence at it of concrete knowledge, for example knowledge of laws of the development of bases of professional activity.

Except the requirements to the content of knowledge which were noted earlier, the graduate has to have a conception about prospects of development of the branch and has to possess the organizational, economic, legal knowledge, skills and abilities. Such requirements are universal for the new and traditional directions of training of the specialists.

The second main requirement to the content of the training of specialists is determined the requirement of obligatory reflection of the elements of professional activity, having the signs of "high technologies" including information. Sergeyev (2000) is right in his conclusions, calling scientific breakthrough a consciousness of the role of technologies at formation of the content of education as reflection of structure of content of activity of the specialists.

The third selection criterion of the contents it should be considered existence in it of the fundamental knowledge providing the creative beginnings in activity of the graduate of educational institution.

As the fourth criterion it is possible to call existence of the previous education level. It is quite obvious that in order to acquire special knowledge, it is necessary training in volume of comprehensive secondary or high special school. Besides, high school education in its structure assumes existence of a regional component depending on specifics of a demand for modern knowledge in labor market. These are the selection criteria of the main contents on the level and a profile of training of the graduate of educational institution.

With increasing of the information flow it was revealed a need for its operational updating, therefore, there are increased difficulties of scientific interpretation and structuring of new knowledge in former structures of academic subjects.

In process of differentiation of scientific knowledge the list of academic subjects can not be infinitely increased according to growth of branches of scientific knowledge. Therefore it is necessary introduction of the principle providing integration and transformation of scientific knowledge into academic subjects.

Systematization of scientific knowledge on the basis of the principle of interdisciplinary connections has to be the first step in the solution of this task. Besides, it is necessary to allocate the basic concepts and the principles of building of the new content of education.

The variants of classification of knowledge taking into account scientific revolutions were given in details in B. M. Kedrov's works. The author opens essence, reveals a typology, gives structure, defines mechanisms and criteria of scientific knowledge which allow to execute classification of scientific knowledge with introduction of elements of the prognosis (Kedrov, 1986).

Experience of systematization of knowledge in connection with a solution of the problem of classification of professions for the purposes of getting of education is offered in V. M. Ushakova's works. An author was allocated five classes of professional activity in each of them the person is connected with the qualitatively peculiar object. This systematization defines the knowledge necessary for the person for his interaction with surrounding world (Ushakova, 2002).

There are classifications of scientific knowledge executed on different main objectives, for example branch-wise. In some way each of them can be useful to development of the system of knowledge at the concrete educational level. The subject differentiation of classical sciences, playing a role of structuring data on the studied object and its connections inherently is the content of education on general scientific (natural scientific) academic subjects. In this case the content of education is built according to the principle of professional interpretation of the scientific knowledge executed from the system positions.

To the list of the universal principles which observance is obligatory at selection and structuring the content of education should be added:

- The principle of differentiation of the content of training of graduates taking into account complexity of the current and their perspective activity
- The principle of integration of the content of training of graduates of educational institutions (on cycles of academic subjects, across, vertically)

The ideology of interpretation of the content of the education, formed from the ultimate result "the standard at the attainment" is realized in competence approach which essence is priority orientation to the education purposes. In the context of activity approach the priority orientation to the purposes of education allows to develop the content of training of specialists and to receive as result the generalized model of training and activity (the standard of education, vocational qualification model of the specialist of branch). Educational constructors act as tools at achievement of such results: competences, competencies, professional qualities, qualifications. If competences represent a complex of knowledge in operation, then competency is integrative integrity of knowledge, abilities, the skills providing professional activity, that is ability to use competences in practice.

DISCUSSION

The idea of reforming of an education system taking into account new conditions was arisen in the late seventies of the 20 century in our country. Certain scientists and the whole research collectives carried out the scientific analysis of the numerous factors influencing on training of graduates of educational institutions. At the same time there was carried out an attempt of forecasting of their development for prospect. However the majority of these developments were provided only insignificant reforms inside of rigidly organized and excessively ideologized education system, that wasn't given the considerable positive results in general.

The most productive among domestic researches on realization of the approach, based on studying of functions of activity of specialists, at developing of the content of training it can be considered the researches, conducted at National Institute of Education and on experimental platforms of a number of republican higher education institutions. Stage-by-stage introduction of the received results in educational process deserves a special attention. At the same time there were carried out the large researches on development of standard and educational and program documentation which also are being passed the approbation period in educational institutions of the Ministry of Education and Science of the Republic of Kazakhstan.

At the same time the analysis of research works and pedagogical practice shows that ultimate result of training of specialists in the continuous education system depends on joint functioning of its separate elements integrated into complete system. Only the system organization of elements of training and taking into account all factors forming it, allows to establish feedback and makes the education process operated and productive (Magauova, 2012; Zhanguzhinova and Asanaliyev, 2013).

In the territory of our country, it is provided the legal basis of procedure of recognition and establishment of equivalence of foreign documents (qualifications) of education. It is allowed to higher education institutions to carry out interchange and internships of the students, masters and teachers at the universities of the world, inclusion in educational programs of a regional and high school component. In Europe for free advancement of specialists it is carried out the development of the national qualifications framework the instrument of conjugation of spheres of work and education. The higher school of Kazakhstan realizes the curricula and programs based on competency approach and interdisciplinary synthesis of knowledge. Viability of our diplomas abroad is provided by means of the national annex to documents on the higher education, prepared on the basis of UNESCO sample.

Results of the conducted research on studying of the content of activity of specialists showed that use during research of an expert assessment allows to establish degree of knowledge intensity of the content of activitywhich can be defined education level and necessary qualification in training of graduates. Data from the content of activity characterize also relevance of training of graduates of educational institution of a concrete profession or specialty (the need for updating of the content of education, reprofiling etc). For Kazakhstan preservation of the principle of fundamental nature, revision of educational and program documentation, methodical resources and an intensification of educational process is actual. Optimization of the content of a social and humanitarian component in training of the high school specialist can be an element for discussion at the entering into integrated European space of the higher education. According to Rostunov (2004), the national academic education system so optimally answers to the

tasks which were set for it that today postgraduate education doesn't demand any changes. Thus, our education becomes more universal in the process of familiarization with the European standards of the higher school, there is a fast updating of its contents, mobility of students and teachers is increased, there is a possibility of participation in the European projects.

CONCLUSION

The search of scientific approaches to model building of the specialist in the conditions of continuing education defines essence of this. There are stated the results of the long research, conducted in different educational institutions of our republic. So, from 90th there were passed experimental approbation the following results of research work:

- Scientific substantiation of the process of diversification of an education system in the Republic of Kazakhstan
- Model of the graduate of educational institution as the theoretical mechanism of development of the content of training of students in the conditions of education diversification
- scientific study of transition of the content of activity to the content of training (activity model, the generalized activity model, the qualification characteristic, training model)
- Scientific approach to modeling of the content of training of students on perspective specialty

The directions of the conducted researches are components of an integrated approach in a solution of the problem of development of the organizational and pedagogical bases of improvement of training of students in the conditions of continuous education system.

The analysis of activity made during research, first of all, helped to find out nature of training of graduates. There is a point of view that the solution of the given matter is obviously caused by process of integration of a domestic education system into the international education system and labor. However, such statement of a question will not be absolutely exact. Today the Republic of Kazakhstan is included in the process of formation of the European educational space. To participants of Bologna Process there are defined only the principles of building of model of the higher education system. Thus importance is represented by the flexible strategy of an evolutionary development of education, aimed at increase of its quality, clearness, openness and transparency.

Thus, in modeling of the content of training of specialists in new conditions there is revealed a need of development of scientific approaches which allow:

- To compare and to measure quantitatively the parameters of the content of activity and training
- To carry out synthesis and differentiation of new fields of knowledge
- To impose regulatory (an obligatory minimum) requirements to the content of training and use of graduates of educational institutions
- To carry out a constant control of realization of the complex of requirements of society to the content of training

The model of the graduate of educational institution, developed during studying of concrete activity, can be formed as basis for continuous training of the specialist at each concrete level: optional studies at comprehensive secondary school, training in the directions in lyceums and gymnasiums, specialized secondary education, the higher education, postgraduate education. It forms initial base of calculation of the need for specialists for various structures: institution, organization, branch, national economy. According to the model of the graduate it has to be carried out the certification of personnel in branch and specialization of their training in alternative forms of education.

Use of the approach to model building of the specialist in the concrete direction, based on studying of the content of activity of specialists, shows possibility of formation of vocational aptitude for specialists of any specialty. Process of development of the content of training of specialists contains extremely valuable information at all stages and levels.

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