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EDUCATIONAL TECHNOLOGY AS A FACTOR IN IMPROVING THE TRAINING OF STUDENTS

Annotation

This paper discusses important aspects of informational support in the society and education in the international community and Kazakhstan. Experience in the development and maintenance of technology and training of students have been analyzed and summarized, the model and the pedagogical system of remote-learning technology have been proposed. Technological support of training requires integration of advanced technologies for effective organization and management of educational process. In the current situation, these are distance and credit technology of training, the synthesis of which will provide better training of future specialists.

Keywords: educational technology, teacher, higher education, modernization, educational process, informational support of education, credit technology, distance learning, catalogue of elective subjects, multimedia.

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**БІЛІМ БЕРУ ТЕХНОЛОГИЯЛАРЫ
СТУДЕНТТЕРДІҢ ДАЙЫНДЫҒЫН ЖЕТІЛДІРУ ФАКТОРЫ РЕТІНДЕ**

Аңдатпа

Бұл мақалада қоғамдағы ақпараттық қолдаудың және халықаралық қоғамдастық пен Қазақстандағы білім берудің маңызды аспектілері талқыланады. Студенттерді оқыту технологиясын әзірлеу және қолдау тәжірибесі талданып, қорытылды, қашықтан несиелік оқыту технологиясының моделі мен педагогикалық жүйесі ұсынылды. Оқытуды технологиялық қамтамасыз ету оқу үдерісін тиімді ұйымдастыру мен басқарудың озық технологияларын біріктіруді талап етеді. Қазіргі жағдайда бұл оқытудың қашықтан және кредиттік технологиясы, олардың синтезі болашақ мамандарды жақсырақ дайындауды қамтамасыз етеді.

Түйінді сөздер: білім беру технологиясы, мұғалім, жоғары білім, жаңғырту, оқу процесі, білім беруді ақпараттық қамтамасыз ету, кредиттік технология, қашықтықтан оқыту, элективті пәндер каталогы, мультимедиа.

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ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ КАК ФАКТОР СОВЕРШЕНСТВОВАНИЯ ПОДГОТОВКИ СТУДЕНТОВ

Аннотация

В данной статье рассматриваются важные аспекты информационного обеспечения общества и образования в международном сообществе и Казахстане. Проанализирован и обобщен опыт разработки и сопровождения технологии и обучения студентов, предложена модель и педагогическая система технологии дистанционного обучения. Технологическое обеспечение обучения требует интеграции передовых технологий для эффективной организации и управления образовательным процессом. В современной ситуации это дистанционная и кредитная технологии обучения, синтез которых обеспечит более качественную подготовку будущих специалистов.

Ключевые слова: образовательная технология, преподаватель, высшее образование, модернизация, учебный процесс, информационное обеспечение образования, кредитная технология, дистанционное обучение, каталог факультативных предметов, мультимедиа.

Introduction

At present higher education is at the center of scientific-technical and social policy of Kazakhstan. The emphasis in the global competition is moving from the material scope conditioned by amount of natural resources and the methods of their processing, into intelligent scope. The intellectual sphere determines the level of information resources and the nature of the socio-technological development of society and the security of society. A critical condition for successful reform in Kazakhstan society is training of new skilled professionals.

Back in 1997, Kazakhstan was one of the first post-Soviet space to sign and ratify the Lisbon Convention on the Recognition of Qualifications

concerning Higher Education in the European Region. Currently, the Republic of Kazakhstan has joined the Bologna Process. These steps were taken to establish a national model of competitive multi-level education integrated into the world educational space and satisfying the needs of the individual and society. One of the most important areas of the strategy of development of Kazakhstan was "the approach of the education system, as well as re-training to world standards." " Higher education institutions should not be limited to educational functions. They need to create and develop applied and research units"[1].

President Kassym-Jomart Tokayev's State of the Nation Address «Constructive public dialogue - the basis of problem, stability and pros-

perity of Kazakhstan» drew attention to the effective methodology of accounting for the balance of labour resources has not yet been developed in our country. In fact, the domestic training system is out of touch with the real labour market announced by President in his speech to the people of Kazakhstan [2] The development of education and science has a decisive influence on the pace of economic, social and cultural progress.

The availability and quality of educational services is a strategic task. The essence of it is to provide high quality education based on the preservation of its fundamental nature and meeting the current and future needs of the individual, society and state with the encourage innovations in education.

In his message to the people of Kazakhstan, President K. Tokayev paid special attention to the issue of quality education. Increasing the material motivation and professional qualifications of teachers is the little that needs to be worked on to create a strong foundation for quality education in Kazakhstan. [3]

It should be noted that higher education in Kazakhstan has been in a state of constant and progressive development in recent years. This is reflected in the changes made in the used and tested system of accreditation and certification of a university, not only to public educational institutions, but also to private ones, on the basis of which they are given the right to engage in the training of specialists with higher education.

President Kassym-Jomart Tokayev said that it is necessary to continue reforms in higher education as well. As the quality of domestic universities increases, so will the cost of studying in them. [4] It is necessary to give the opportunity to put into practice the principle of equal opportunities for every citizen of the country.

One of the essential contradictions in Kazakhstan of this period was a constant increase in the number of students in higher education. Higher education is so prestigious that its absence has been considered a major personal disadvantage which can be overcome by the possibility to obtain a high school diploma on a commercial basis. People with extremely poor results at school study at higher education institutions. A selective competitive system ceased to function and higher education became available, which has a negative impact, primarily on its quality. Teachers are forced to involuntarily reduce its demands to the students, as the level of their salaries to a certain extent depends on the number of students en-

rolled on a commercial basis. Adjusting to the level of their general knowledge, teachers simplify the exposition of the theory of matter and impose less demand to practical skills.

The Republic of Kazakhstan joined the Bologna process and this greatly intensified activities aimed at finding ways to improve the quality of higher education. Domestic universities have introduced educational programs based on the system of organizing two-stage higher education. Improving the quality of higher education is directly related to increased training of school graduates to study at universities.

High-quality general education is necessary in the conditions of the modern market and global trends, taking into account complex further research and creative work with the achievements of modern science and technology.

In the system of quality assurance there is the following contradiction: there are no clearly set out requirements for knowledge and skills of school graduates that provide an opportunity to master professional knowledge and skills in high school on the basis of self-development, self-organization and self-education and self-education. Special education institutions require only knowledge of those subjects which are needed to pass the entrance exams. Quality culture necessary for further education, training activities in not checked. This causes problems with further increase in the level of general culture of students during education.

A standard of higher education characterizes level of organization of educational work with students and those personal qualities that they have to form before they graduate high school.

Available research show that the quality of education cannot be achieved only by improving technical equipment of the educational process, through the training of teachers, through changes in the educational process. The main condition for the organization of this process is raising students' interest in the independent acquisition of professional knowledge and skills, mastering the skills of self-education, self-development, in the study of theoretical issues and develop practical skills.

In order to achieve that it is necessary to solve the problem, which is significantly complicated by the fact that:

1. Majority of students come to the university, focusing only on the value of having a university degree. They need to ensure their desire to receive high quality higher education.

2. A certain percentage of students are not focused on jobs in their field, as appropriate labor is extremely low priced by an employer. The market economy has created the demand by graduates of high salaries, while the domestic economy, in particular, the public sector cannot provide the required level of wages.

3. The higher education institution is not based on a study of the needs of the labor market for specialists in a particular profile. This leads to the overproduction of certain categories of professionals.

There is a need to change the policy itself to innovate in the field of education. It should be based on the inclusion of each subject of the educational activities into development of the conceptual foundations of innovation, technology, and their gradual implementation.

The degree of readiness of employers, teachers, students to the new content and methods of training and education determines the effectiveness of overcoming current contradictions of quality assurance in higher education.

One of the contradictions to ensure proper quality of education is that in the process of inclusion of senior students into the various forms of practices in companies and institutions they change their opinion on the separate indicators of quality education.

An important requirement for the quality of vocational education provision is the compliance of the technical and technological equipment of domestic enterprises with the requirements for ensuring the quality of university training, formed on the basis of studying the most advanced achievements of the world level. science and technology.

In general, it is necessary to once again highlight the need for an integrated system of interaction of the main subjects of the educational process, including the students - teachers - employers and to ensure the implementation of quality education in the high schools of Kazakhstan.

Solving the problem of improving the quality of education requires taking into account the views of all subjects of the educational process, including university professors, students from different courses, alumni, employers. That's why it is necessary, in our view, always organize an active public discussion of various options to improve the quality of education.

As a result of higher education reform it was organized the mass training of university teachers for the transition to the new system of training

students taking into account the theoretical and practical training, assessment of the level of development of professional knowledge and skills of the graduates.

It is necessary to foster in all students starting from the first course, the idea of those indicators that characterize the quality of their education and to use not only assessment of knowledge level by teachers, but also have a self-assessment and external expert opinion.

Improving the quality of education requires a system of continuous interaction of universities with large, medium and small businesses. This system organized by the state through the existing administrative resources, as well as with public unions and organizations representing the interests of these entities of educational policy.

It is important to organize monitoring of changes in the needs of various industries for highly qualified personnel, to develop a system for forming leading tasks for universities to train the necessary personnel for specific industries.

The quality of vocational training in a university, as research shows, shall be considered as a capacity of the education system, on the one hand, to meet the needs of the labor market for specialists in the appropriate qualifications, on the other - the needs of the person in obtaining competitive knowledge.

As a result of extensive research by different international projects, there has been increasing the evidence that the success of the education systems of the leading countries of the world are explained first and foremost with the quality of teacher training, rigorous selection of personnel for teaching and the status of the teacher.

Education is the most important sphere of social life. Approach to understanding the quality of education can be represented as:

- Knowledge Media
- Transfer of knowledge
- The recipient of knowledge
- The susceptibility methods of knowledge transfer
- Fundamental knowledge
- The demand for the knowledge
- Obtaining new knowledge

Based on the approach to the understanding of the quality of education, it is possible to identify the most important indicators of quality:

1. The quality of teaching staff;
2. Condition of the material and technical base of the university;
3. Motivation of teaching staff;
4. Quality of training programs;
5. Quality of students;
6. Quality

of infrastructure; 7. Quality of knowledge; 8. Innovative Activity Management; 9. Introduction of process innovations; 10. Demand for graduates; 11. Competitiveness of graduates in the labor market; 12. Achievements of Alumni.

Thus, the quality of education can be seen as a multidimensional concept. Disclosing of this concept requires process approach, which was adopted in the development of a quality management system to enhance customer satisfaction by meeting their requirements.

The quality of education is the demand for knowledge in their particular circumstances and points of use for a particular purpose or quality of life. The quality management system (QMS) is an integrated system focused on modern information technology, use of the achievements in the theory and practice of management.

A key element of the QMS in education as considered by High School is informational support of the universities and introduction of communication technologies. This involves development of cutting-edge research and teaching technologies and creative implementation of innovative methods of teaching and learning. There is an accumulation of digital educational resources of the new generation (digital library, e-learning courses, manuals, dictionaries), open to the educational, scientific and educational process and operating in the system of interactive learning, multimedia learning.

Formation of a European higher education depends on how clearly the universities at all levels of the program determine the final results and achieve their goals, from the professional competence of teachers who are ready to organize the learning process so that students have achieved the planned results. In addition, teachers, showing the skills and dedication, should be encouraged financially. All universities should strive to improve and enhance the level and quality of education.

Quality policy certainly begins with the formation of the teaching corps. The quality of a teacher is a complex concept, which includes:

- level of competence - knowledge and experience in a particular field of science and practice;
- need and the ability to engage in teaching activities;
- observability - the ability to notice significant characteristic features of pupils;
- ability to establish contacts with the external and internal environment;
- fame;

- research and development activities;
- a scientific school.

A student is considered as a material that is to be converted into the final result of the educational process. Quality of a student can be characterized by the following parameters: knowledge gained earlier in the academic disciplines major for a student; knowledge of the computer; knowledge of a foreign language; a willingness to learn; intelligence; spirituality; endowments; good memory; disciplinary record; perseverance; efficiency; observation; career planning.

The quality of knowledge is determined by their fundamental nature, depth, and demand in the job after graduation. It is advisable to create a database of graduates [5, p.29].

But the system of professional training in the process of modernization of higher education faces a number of significant issues: providing a new level of training of competitive specialists, intensification of the educational process through the optimal combination of traditional and innovative forms, methods and means of education, accessibility and equal rights of access to higher education, informational support of education, based on the introduction of modern information and communication technologies in the learning process and, of course, providing fundamental education.

During the training students of all disciplines on any subject need such educational technologies that facilitate the efficient formation of professionally relevant knowledge, skills, because the main goal of training is student's commitment to the content of future operations.

The point of The European Credit Transfer System (ECTS) is to provide an opportunity to compare the mutual recognition of learning outcomes in different educational institutions, as well as in maintaining the mobility of students and teachers. A special role in this belongs to the experience of implementing credit, distance learning technologies based on the use of information tools and methods of future specialists.

The integration of educational technology in the light of current trends in technology use and informational support in education is seen as an important factor in improving the training of students. Distance and credit learning technologies especially confirm their efficiency in modern education, synthesis of which provide, in our view, quality improvement in training of future specialists.

Referring to the formulation of the concept of "educational technology" as well as to pedagogi-

cal characteristics of distance and credit education technologies, taking into account the experience of using them in the high schools of Kazakhstan, one can try to formulate the concept of "distance-credit educational technology" (DCET).

According to the A.A. Shiyan, who gave quite a detailed definition of social technologies [6], DCET is a concrete way of teaching activities to achieve educational goals, which consists in the distribution of spheres of activity on the procedures and steps with mandatory coordination, based on and using scientific knowledge, best practice in pedagogy, psychology, computer science and related disciplines.

In this case, foundations of DCET must be the following interrelated mandatory elements aimed at achieving a given curriculum: methods, tools, training forms.

Given the variability of interaction between teachers and students DCET must be designed as a variably-informative algorithm, and not as a machine, once and for all specified process with the same output.

By analyzing the practice of technology use in the educational process a number of principles can be identified, which will be more successfully implemented in DCET:

- principle of integrity, according to which DCET should in an integrated manner provide with a system of goals, methods, tools, forms, learning environment, ensuring further actual functioning of a particular pedagogical system. The shift away from traditional forms will clearly manifest itself in other sub-systems: legal, economic, financial, logistical, and security subsystem;

- principle of reproduction, according to which this particular technology will be realizable in the type of educational institution with a sufficient minimum of material resources, human resources, time, and reproducible, i.e. potentially used in teaching students of different specialties and forms of training;

- principle of adaptation, which will be expressed in actual adapting the learning process to the student's personality, his cognitive potential, as well as the level of educational achievements, interests and motives. Thus, it is necessary to take into account even his place of residence, financial and physiological properties of his body, livelihoods, for it will serve as a key condition for the success of adaptation of the educational process;

- principle of psychological study, which directly points to the DCET connection with psychology,

because it is a practical solution for the effective functioning of this type of learning technology.

- principle of economic feasibility, for in the present conditions of inadequate funding for education, this will be of paramount importance;

- principle of science, based on the fundamental achievements of pedagogy, on time-tested teaching innovations;

- principle of accountability assuming presence of a specific component in the implementation of educational process, which will continue to provide a qualitative assessment of the results of the implementation of technology education at all stages;

- principle of flexibility, meaning the possibility of rapid updating of the content of training, continuous upgrade of academic disciplines and teaching materials according to them in DCET are expressed in the actualization of teaching materials on the school server in electronic form.

Thus, the distance and credit education technology (DCET) is mediated (remotely) or not fully mediated by the interaction of the student and teaching staff using the systematic ways to describe the educational programs by assigning a certain number of credit units of their components and structural elements within the state educational standards of education and model curricula.

Distance and credit educational technology can be used to obtain a second higher education on the job or retraining of specialists in different fields. As with any form of correspondence learning number of training hours are limited to the dates and forms of education. With this technology, learning is achieved through universal education. Regardless of specialty, mandatory component remains unchanged, and the component of choice depends on the individual choice of the student. Catalogue of elective subjects may be constantly changing, the content may change significantly.

Variability of learning technologies surely require changes in the relationship between teacher and student. A relationship built on a hierarchy should gradually give way to the partnership relations, since it is not possible to transfer teacher's abilities to a student at once, they can be developed only in the course of joint activity.

Pedagogical result of the process in this case will depend on the level of development of each student. Especially this refers to mastering the tools of information technology. Distance- credit education technology (DCET)

gives a student the right to self-select from the huge set of elective courses with minimal restrictions, teach students to computer science and English.

Available practical experience in DCET assumes that when used, the institute of tutors consisting of highly qualified teachers and developers can qualitatively reproduce the educational process, since this technology is designed to ensure compliance of the subjective moment in teaching, which shows predominance of teacher's knowledge of objective content.

This generates not only a new teacher competence, but support staff get involved with functions and incentives varied considerably.

Significant changes occur in the approach to providing universities with information resources. If the traditional system of education resource base should have been equal to a volume of scientific, educational, methodical and special information that a student could acquire in the given period of time, then in DCET it should be unrestricted, which inevitably raises issues of access to it, issues of search technologies, systematization, analysis, formation of a powerful infrastructure that meets current requirements [7, c.249].

DCET ensures quality of distance component in the education process, which implies presence of educational resources, content (e-books, etc.), chat, online seminars. This will allow the university to conduct continuous training and retraining of staff through a variety of online courses tailored to the needs of the education market.

When presenting a teaching material and its processing in DCET there occurs a problem related to the need to provide students with an enormous amount of information and the possibility of using new technologies. In order that the new conditions make the learning process more innovative it is necessary to use practical, analytical and experimental learning principles more intensively.

New technologies make it possible to develop the skills and abilities of a higher level, including the capacity for reflection, comparison, synthesis and analysis, identifying relationships and finding solutions to complex problems, planning, and group interaction [7, p. 250].

In DCET teacher's role change which transfers from the only source of knowledge to a helper, companion of a student in the educational process. In the era of globalization learners get a wide range of possibilities to search for useful knowledge, they need to acquire significant number of

individual learning strategies in order to become a full active participant in the learning process.

Новые технологии позволяют развивать навыки и умения более высокого уровня, в том числе способности к размышлению, сравнению, синтезу и анализу, выявлению взаимосвязей и поиску решений сложных проблем, планированию и групповому взаимодействию [7, с. 250].

Important part in achieving of this important goal, as introduction of the idea of online learning, is to support their own process of learning and mastering knowledge in order to be able to independently develop effective strategies for self learning. After all, this idea implies free responsibility for the quality of education both of a teacher and students.

In DCET new teaching methods emerge with new resource base, new tools available for the teacher. This in turn requires the use of multimedia, which gives students more opportunities for independent work.

In the literature the concept of multimedia has an ambiguous approach, but almost all of these approaches boil down to the fact that media includes text, graphics, animation, video and audio information in an integrated view, allowing a variety of ways to structure and presentation.

If we consider multimedia as a teaching tool, it is undoubtedly that its products, including Internet services, provide a huge range of opportunities to enhance the effectiveness of the learning process.

They are:

- simultaneous use of multiple channels of perception of students in the learning process;
- ability to simulate complex situations and experiments;
- visualization of abstract information through dynamic presentation of the processes;
- opportunity to develop cognitive structures and interpretation in students, framing the study material in broad academic, social, historical context, linking with the educational material with the interpretation of the student [7, p.252].

Thus, the use of multimedia in the learning process, as of the most effective educational technology is urgently needed in view of the fact that the inherent qualities of multimedia are interactivity, flexibility, integration of different kinds of visual educational information. Interactivity allows controlling the presentation of information: students can individually change the settings, study results, can, at their discretion

set the speed of information flow and the number of repetitions that meet their individual needs.

The use of multimedia allows students to work on their own teaching materials and to decide how to study the material, in what order, how to use the interactive features of multimedia programs and implement joint activities with other members of the study group, thereby becoming active participants in the educational process.

Skillful use of educational multimedia enriches the teaching strategy only if the teacher as a key figure, both provides with information, and also manages, supports and helps students acquire sufficient information.

However along with the above-mentioned advantages of DCET there are some problematic issues with it.

Even if the university succeeded to establish a normal system of distance education, there still remain factors that cannot be fully taken into account. For example, many students after training in the telecommunications environment where the main form of reporting were test papers and abstracts, chose not to take verbal exams but preferred tests. During verbal communication with them it became clear that some specific terms were distorted due to the lack of communication with the teacher.

In DCET multimedia learning tools should be used to find the equivalent of a course of study as a seminar, which formed professional skills of speech and thought.

Therefore, we can say that the training in DCET is more promising for students already working in the specialty. Obvious advantages of distance learning include qualities such as the ability to express their thoughts in writing, good knowledge of computer technology and telecommunications, overcoming of the psychological barrier when facing the new information technologies.

The level of interactivity with the user remains at a low level and is still far from the level of communication between people. Computers, unfortunately, in many cases, cannot replace the full-time teaching, but only expand (complement) its opportunities.

The limited capacity of "feedback" to the user in computer-based training applications, which represent only control of students' responses to the questions posed as "right / wrong", cannot maintain the ability to dynamically select different learning strategies, and cannot provide in-depth comments to correct or incorrect answers. Multimedia application cannot identify individual

needs and learning difficulties, and therefore cannot respond to them like a teacher.

Thus, in view of the marked difficulties involved in the educational process based only on multimedia applications, we propose to use these programs and products as one of many possible learning environments that can be applied in numerous academic contexts in which trainees master the course material and engage in dialogue with other students and teachers about the nature of their learning process.

Today, the introduction of e-learning has become the leading trend in the world, because computer technology has become a part of everyday life instead of professional exoticism, especially for young people, and this in turn will create multimedia electronic textbooks, teaching aids. Reference books and dictionaries, presentations, testing programs and simulators, games, travel games, coloring books, electronic materials for extracurricular activities.

There is no doubt that it is information and communication technologies have the potential to offer ever-increasing opportunities for the development of the education system. An arsenal of multimedia equipment will allow a new approach to the organization of the educational process: make it more attractive and creative for teachers and students [8, p.81].

In DCET active learning methods are used that contribute to the formation of the positive qualities of future professionals, such as: ability to adapt quickly in a group occupied with a tasks common for all; ability to establish personal contacts, exchange information, to properly allocate and organize work; ability to overcome the resistance of others; ability to analyze and evaluate their actions, etc.

The most famous traditional training methods can also be used successfully in DCET. Among them: "Case Study", thematical classes ("Business Trip", "Roving Seminar"), "Round Table".

Among the new ones there can be more ad hoc non-traditional forms of educational activities such as cooperative learning (project method, method of training firms). Project-based methods imply joint training and cognitive, creative or play learning activities, organized on the basis of computer telecommunications with a common goal agreed ways to achieve a common result. It is likely to head for the implementation of research method of teaching. In conducting classes on project-based methods learners acquire knowledge

and skills in the planning and implementation of practical tasks.

Same method of training companies is a further development of the above direction. Thus, the distance-credit education technology (DCET) creates new opportunities for teacher preparation and translation of knowledge to enable moving to the differentiated and individualized training programs. It is necessary to carry out the objective control in training, to systematically promote their own professional skills and teaching skills.

In the student's performance there are psychological changes, transition from learning as a function of remembering to learning - as intense intellectual activity, allowing the use of acquired, from the outer motivation of learning to the inner moral regulation. In the administrative aspect DCET provides systematic monitoring, assessment of the quality of training and professional development of the future specialist in the educational process [7, p.264-265].

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