

## DIDACTIC ASPECTS OF IMPROVING THE QUALITY OF EDUCATION

\*Babakhanov F.B.<sup>1</sup>, Sultanbekov Sh.S.<sup>2</sup>, Makhanbetiyar A.B.<sup>3</sup>,  
Satybaldiyeva K.<sup>4</sup>

<sup>1</sup>doctoral student, Miras University, Shymkent, Kazakhstan  
e-mail: [farhad\\_kz@mail.ru](mailto:farhad_kz@mail.ru)

<sup>2</sup>c.p.s., ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan, Nur-Sultan, Kazakhstan, e-mail: [chingiz@mail.ru](mailto:chingiz@mail.ru)

<sup>3</sup>master student, Kazakh national University named after Al Farabi, Almaty, Kazakhstan, e-mail: [98\\_akhnur\\_98@mail.ru](mailto:98_akhnur_98@mail.ru)

<sup>4</sup>master student, Kazakh National Women's teacher Training university, Almaty, Kazakhstan, e-mail: [satybaldiyeva.kyzgaldak@mail.ru](mailto:satybaldiyeva.kyzgaldak@mail.ru)

**Abstract.** The task of improving the quality is multifaceted, which embraces the political, economic, social, pedagogical, psychological, ethical, scientific and organizational and technological aspects. In the theory of modern management, the algorithm for ensuring the quality of goods and services can be represented by a cycle that includes a sequence of mandatory actions: planning educational services based on the selection of appropriate goals; implementation of plans through selected methods and means of action; ensuring the effectiveness of actions through verification or control; analysis and adjustment of actions.

The educational process of the university involves the professional training of the future specialist. In vocational training, didactic, psychological and subject aspects are distinguished. The psychological aspect implies the motivational sphere of the individual, the orientation of the individual to the future profession, the ability and interest in professional work.

Technological readiness is understood as a system of knowledge and skills necessary for successful professional activity. By subject means a good command of the content of the discipline.

Thus, individualization becomes a means of didactic training of students, and the content aspect of training is made up of professionally significant knowledge and skills.

**Key words:** Basic terms (automatically generated), high school, content of education, knowledge, specialized education, educational material, education, educational process, society's request, creative self-development, study load, fundamentalization of education, humanization of the educational process, integration of elements of the content of education

### The main provision

The basic methodology of quality management, as it turned out, is applicable not only in industry and the service sector, but also in education. In order to switch to new technologies for managing the quality of education, it was necessary to ensure the openness of the entire education system to a variety of influences: from the state, the economy and society, while maintaining its internal integrity and high academic standards. Quality management of the educational process and educational systems is impossible without an objective assessment of the results and required the creation of a reliable control system, since without system control the learning process cannot be effective [1].

## **Introduction**

The didactic system is a consistent embodiment in the principles, forms, methods and teaching aids of a certain didactic concept, i.e. a certain understanding of the goals, essence, laws and patterns, mechanisms of learning and personality development. If learning is considered, first of all, as the formation of typical methods of activity based on the acquired information, then the concept of programmed learning arises. If learning is interpreted as a way to develop creative abilities, then this approach corresponds to the concept of problem-based learning.

Problem-based learning is a condition and a means of achieving a number of the most important goals of the university. It assumes that the process of assimilation of knowledge by students cannot be reduced only to their perception, memorization and reproduction. The most important condition for conscious, informal mastering of knowledge is the activity of the student's personality, his individualization. But it would be wrong to conclude from the above that all learning must become problematic.

This would be contrary to the capabilities of the university, education would become uneconomically organized, and the laws of the assimilation process would be violated, requiring the initial acquisition of ready-made knowledge in a certain form that could be applied in the course of solving problems.

For didactic preparation of students in the process of individualization of education, it is necessary to practice the use of more optimal teaching methods: problem-based learning, programmed, heuristic and research methods, most often these methods are used in major disciplines, conducting practical classes, and also introducing educational, didactic, cognitive tasks into the learning process, formulating pedagogical abilities for future professional activity, since in the course of solving problems, individualization of learning to solve these problems occurs, individualization of student learning occurs.

## **Materials**

Didactic training, in essence, covers the entire set of problems related to the goals, content and conduct of the educational process, i.e. determines the procedural apparatus of the didactic training of the future specialist [2].

Control increasingly acts not only as a means of managing the educational process, but also as a means of developing the educational systems. Improving the quality of education cannot be achieved only by improving the monitoring and evaluation process; although without it, it is simply impossible, but it is important to change in line with modern requirements of all components of the education system. The main requirement for a modern lesson is that the content of the material is relevant to life, reflects the scientific truth and corresponds to the current level of development of the science, and teaching methods - to the level of the latest achievements of didactics. The new educational paradigm focuses not on the child's knowledge, skills and abilities, but on his personality and development through education.

## **Methods**

In this research paper we conducted interview and use methodology for identification the problem and the ways how to solve. as it was relating to the improving the quality of education we arranged the work as follows.

According to the results of the survey conducted among the students of the final groups (126 people were interviewed).

To the question What offers do you expect in chANGING EDICATION? the third part of the respondents answered: favorable conditions, the possibility of career growth, a full social package, advanced training, the possibility of free training.

The second third of the students wished for a high salary, flexible work schedule, and career advancement. The other students could not answer this question. Worse was the question What can you offer TO CHANGE THE QUALITY?

Only 26% of the respondents can offer high-quality and conscientious performance of good professional training in the specialty, responsibility and dedication, all their potential and desire to work; the rest of the graduates found it difficult to answer. During the educational process, the graduate must form an adequate assessment of their capabilities and their claims, prepare them to perceive the real picture of the labor market and the desires of employers, to realize their professional suitability. Therefore, teachers and administrators of any educational institution need to work so that their graduates are in demand in the modern labor market in conditions of fierce competition and rapid development of modern society.

The growth of competence depends on the consistency in solving this issue. Since professional competence is a complex personal characteristic, it is impossible to pay attention to the development of only one component here. The acquisition of skills of self-educational work, the availability of the necessary pedagogical knowledge does not mean that the student will use them skillfully in his practical activities. In accordance with the model proposed in the study, self-education should be considered a system-forming element, a determining factor of its development.

## **Results**

Intensively developing, the testing system is a catalyst for many innovative processes, the widespread introduction of information technologies and the creation of regional and municipal systems for assessing the quality of education. The formulation of the problem of quality in education, and therefore its provision and evaluation, is most directly related to the pragmatic aspects of the activities of educational institutions, and primarily higher education.

The quality assurance system is considered as a set of tools and technologies used to create conditions that guarantee the achievement of a certain level of preparedness of students (graduates, students and specialists). With this approach, education is considered, from one case, as a social category, and the other one, being a result of the pedagogical activity of an educational institution and the educational activity of the student himself.

The conceptual aspects of ensuring the quality of education are primarily related to the creation of learning conditions:

quality-enhancing education policies; clearly and unequivocally established criteria, norms, quality standards of educational products;

the quality level of teachers and schoolchildren, the quality of curricula and didactic materials, the quality level of the material, technical, social and information infrastructure of educational institutions;

effective means of influencing the subjects of the educational process, including specific technologies for organizing educational and educational processes, methods for assessing the quality of education;

using modern tools and technologies for objective quality control of education; informatization of education (professional databases, electronic textbooks and libraries, everyday use of telecommunications in classroom and independent study work);

mechanisms and tools for managing and self-governing educational activities from the standpoint of quality.

Thus, the quality of education is, first of all, the quality of the constituent parts of the entire educational system and its subjects, including the management system.

The main determinants of the formation of the content of secondary education are the needs of society and the individual, the orientation of education towards the prospects for the development of science, technology, production, and the service sector. The development of the content of secondary education is carried out in accordance with the main trends in its development - personal and competency-based orientation, focus on the maximum development of the individual, the priority of universal values, patriotic education, openness, accessibility, practical significance of knowledge and skills [3].

### **Discussion**

The formation of the content of education should be based on the fundamentalization of knowledge that unites and integrates the individual and society, as well as knowledge that makes the individual free. Considering that the modern world (as a habitat and as the internal content of a person) catastrophically requires ecologization (environment ecology, soul ecology, thought ecology, etc.), we drew attention to the position of S. Klepko, who notes that “ the integration of elements of the content of education on the principles of categorization is the basis for the fundamentalization of educational systems [4].

These approaches are more related to the principle of generalization, because they cover a wider range of problems than the fundamentalization of knowledge provides. But, in any case, as S. Goncharenko notes in his studies, it is necessary to reveal ways of generalizing and systematizing students' knowledge at the level of fundamental scientific concepts, laws, theories, methodological principles of natural science (material unity of the world, forms of existence of matter, interconnection as an attribute of matter, universal connection of bodies as the source of all types of motion), taking into account the principles of conservation, etc. [5].

When forming the content of education in high school, the principles of humanization of the learning process must be observed. On the one hand, students can be freed from the overload of educational information, getting ample

opportunities for creative self-development, and on the other hand, it is vital for them to be confident in their future, which, as our research has shown, does not yet have its proper place [6].

The didactic aspect is one of the most important, since technological knowledge and skills begin to be laid directly in the learning process. To a large extent, the level of didactic competence of the future specialist depends on how the process of didactic training is organized.

The didactic aspect is represented by a set or system of interrelated forms, means and methods of training with a predetermined end goal - individual readiness for future professional activity. Thus, individualization becomes a means of didactic training of students, and the content aspect of training consists of professionally significant knowledge and skills.

The process of didactic training of university students will be effective if it is purposeful and manageable, that is, so that the process of didactic training itself is creative, built on the basis of individualization.

To do this, during the training, great attention should be paid to the acquisition of theoretical knowledge of the professional subject area and bring them to well-formed skills. Students should clearly understand the specifics and interrelation of tasks, both didactics and methods of teaching the subject.

The problem of teaching in the didactic preparation of students requires a systematic approach. In recent years, a number of works have been published on the consideration of pedagogical systems in their general form. The pedagogical system is defined as a multidimensional education containing many interrelated elements forming a stable unity and integrity, possessing integrative properties and subordinated to the goals of upbringing, education and training, preparation for future professional activity.

## **Conclusion**

To implement the modern requirements and demands of society regarding the provision of individual orientation of the content of education of high school students, the guaranteed achievement of the mandatory level of general education of graduates, the implementation of individual profile training programs, it is necessary to provide it with didactic and methodological developments. Such developments should reveal the didactic principles of organizing profile education, taking into account the invariant and variable educational components, which will provide opportunities for the full implementation of profile education in high school.

In high school, it is necessary to radically change the ratio of the invariant and variable components of the content of education. More precisely, the invariant and profile components. When the content necessary for every ordinary citizen is laid in the invariant, but the profile component must bear the recesses according to the chosen profile [7].

This, of course, radically changes the current ratio of the invariant and variable components of the content of education in high school, but in order to achieve significant results, cosmetic means cannot be dispensed with, it is really necessary to take into account the needs, first of all, of the subjects of the educational process,

and of course, requests when forming the content of education. society as a whole on the quality of education.

One of the main results of the formation of the content of education is the timely and high-quality preparation of high school students that meets the requirements of the 21st century to resolve the contradictions inherent in the world in the context of globalization. School graduates must possess key competencies, possess systemic thinking, informational and environmental culture, the ability to dialogically communicate, be socially active, successful and tolerant.

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#### БІЛІМ БЕРУ САПАСЫН АРТТЫРУДЫҢ ДИДАКТИКАЛЫҚ АСПЕКТІЛЕРІ

\*Бабаханов Ф.Б.<sup>1</sup>, Султанбеков Ш.С.<sup>2</sup>, Маханбетияр А.Б.<sup>3</sup>,  
Сатыбалдиева К.<sup>4</sup>

<sup>1</sup>докторант, Мирас университеті, Шымкент, Қазақстан, e-mail:  
[farhad\\_kz@mail.ru](mailto:farhad_kz@mail.ru)

<sup>2</sup>п.ғ.к., Қазақстан Республикасы Еңбек және халықты әлеуметтік қорғау министрлігі, Нұр-Сұлтан, Қазақстан, e-mail: [chingiz@mail.ru](mailto:chingiz@mail.ru)

<sup>3</sup>магистрант, Әл Фараби атындағы Қазақ Ұлттық университеті, Алматы, Қазақстан, e-mail: [98\\_akhnur\\_98@mail.ru](mailto:98_akhnur_98@mail.ru)

<sup>4</sup>магистрант, Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан, e-mail: [satybaldiyeva.kyzgaldak@mail.ru](mailto:satybaldiyeva.kyzgaldak@mail.ru)

**Аңдатпа.**Сапаны арттыру міндеті көп қырлы болып табылады, ол саяси, экономикалық, әлеуметтік, педагогикалық, психологиялық, этикалық, ғылыми-ұйымдастырушылық-технологиялық тұрғыдан қарастырылады. Қазіргі заманғы менеджмент теориясында тауарлар мен қызметтердің сапасын қамтамасыз ету алгоритмі міндетті әрекеттер тізбегін қамтитын циклмен ұсынылуы мүмкін: сәйкес мақсаттарды таңдау негізінде білім беру қызметін жоспарлау; іс-әрекеттің таңдалған әдістері мен

құралдары арқылы жоспарларды жүзеге асыру; тексеру немесе бақылау арқылы іс-әрекеттердің тиімділігін қамтамасыз ету; әрекеттерді талдау және түзету. Университеттің оқу үрдісі болашақ маманды кәсіби дайындауды көздейді. Кәсіптік оқытуда дидактикалық, психологиялық және пәндік аспектілері ажыратылады. Психологиялық аспект жеке тұлғаның мотивациялық сферасын, тұлғаның болашақ мамандығына бағдарлануын, кәсіби жұмысқа қабілеті мен қызығушылығын білдіреді. Технологиялық дайындық табысты кәсіптік қызмет үшін қажетті білім мен дағдылар жүйесі ретінде түсініледі. Пән дегеніміз пәннің мазмұнын жақсы меңгеру. Осылайша, даралау студенттерді дидактикалық оқыту құралына айналады, ал оқытудың мазмұндық жағы кәсіби маңызды білім мен дағдыдан құралады.

**Тірек сөздер.** (автоматты түрде құрылған), орта мектеп, білім мазмұны, білім, бейіндік білім, оқу материалы, білім, оқу процесі, қоғамның сұранысы, шығармашылық өзін-өзі дамыту, жүктеме, білім беруді іргелендіру, оқу процесін ізгілендіру, білім беру мазмұнын интеграциялау. элементтері

## **ДИДАКТИЧЕСКИЕ АСПЕКТЫ ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ**

\*Бабаханов Ф.Б.<sup>1</sup>, Сұлтанбеков Ш.С.<sup>2</sup>, Маханбетияр А.Б.<sup>3</sup>,  
Сатыбалдиева К.<sup>4</sup>

\*<sup>1</sup>докторант, университет Мирас, Шымкент, Казахстан, e-mail: [farhad\\_kz@mail.ru](mailto:farhad_kz@mail.ru)

<sup>2</sup>к.п.н., Министерство труда и социальной защиты населения  
Республики Казахстан, Нур-Султан, Казахстан, e-mail: [chingiz@mail.ru](mailto:chingiz@mail.ru)

<sup>3</sup>магистрант, КАЗНУ имени аль Фараби, Алматы, Казахстан, e-mail: [98\\_akhnur\\_98@mail.ru](mailto:98_akhnur_98@mail.ru)

<sup>4</sup>магистрант, Казахский национальной женский педагогической  
университет, Алматы, Казахстан, e-mail: [satybaldiyeva.kyrgyzdak@mail.ru](mailto:satybaldiyeva.kyrgyzdak@mail.ru)

**Аннотация.** Задача повышения качества многогранна – политическая, экономическая, социальная, педагогическая, психологическая, этическая, научно-организационная и технологическая. В теории современного менеджмента алгоритм обеспечения качества товаров и услуг может быть представлен циклом, включающим последовательность обязательных действий: планирование образовательных услуг на основе выбора соответствующих целей; реализация планов посредством избранных методов и средств действия; обеспечение эффективности действий посредством проверки или контроля; анализ и корректировка действий. Образовательный процесс вуза предполагает профессиональную подготовку будущего специалиста. В профессиональном обучении выделяют дидактический, психологический и предметный аспекты. Психологический аспект подразумевает мотивационную сферу личности, направленность личности на будущую профессию, способность и интерес к профессиональной деятельности. Под технологической готовностью понимается система знаний и умений, необходимых для успешной профессиональной деятельности. Под предметом понимается хорошее владение содержанием дисциплины. Таким образом, индивидуализация становится средством дидактической подготовки студентов, а содержательную сторону обучения составляют профессионально значимые знания и умения.

**Ключевые слова:** Основные термины (автоматически генерируемые), средняя школа, содержание образования, знания, специализированное образование, учебный материал, образование, образовательный процесс, запрос общества, творческое саморазвитие, учебная нагрузка, фундаментализация образования, гуманизация образовательного процесса, интеграция элементов содержания образования.

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