STUDY OF INTERNATIONAL EXPERIENCE ON FORMATION OF EDUCATIONAL TRAJECTORIES FOR THEIR IMPLEMENTATION IN KAZAKHSTAN

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Abstract
In conditions of implementation of the international experience in Higher Educational Institutions, the modernization of the system of higher education is an aim for the professional training of future specialists in Kazakhstan. The study of international experience reveled two educational trajectories in professional education - according to the method and system. Both of educational trajectories include similarities in the assessment of competencies, professional training, and variability of types of improving the qualification of future specialists. Studying each educational trajectories defined differences in the training of specialists through disclosure of the structure types of the Formation of Professional Competence (FPC) of future specialists. The diversity of the education structures all over the world allowed to spot distinctions of approaches in education.
Keywords: assessment of competencies, professional training of specialists, improving of qualifications.

Introduction

Improvement of the quality of human capacity and provision of future Kazakhstan with highly skilled workforce is possible only under the conditions of integration into the global educational space. In these regard the importance of developing competitiveness, pragmatism, preserving national identity, popularizing the cult of knowledge and openness of the consciousness of citizens come to the fore in the education system [14].

Analysis of two trajectories in professional education FPC in training of specialists for identifying the whole structure of the competence approach, the most typical of most countries surveyed, where knowledge, skills, attainments (KSA) together with behavioral and motivational aspects included as an element of the overall cluster competency framework. Widespread acquired multidimensional (systemic) approach upon “the system” to the interpretation and assessment of

competences, since it provides greater opportunities for the synchronization of the educational process with the requirements of society and the labor market, the interest of fields of science and economics. Although on a smaller number of countries in the study of one-dimensional approach, upon the "method", identified a number of relevant aspects such as certification and licensing.

Further, on the example of two countries USA (FPC upon the method) and Germany (FPC upon the system) three stages of FPC of future specialists going to be analyze the assessment of competencies, professional training, and variability of types of advance the qualification.

The objective is the analysis of the experience of foreign countries, the generalization the characteristics of the formation of professional competence (FPC) based on the number of participating countries and the description of the requirements of competence assessment and professional training types and forms of improving qualification.

The aim of the research is to identify the actual aspects of FPC of future specialists for the further implementation into the education system of Kazakhstan.

The article describes the differences in the training of specialists, identified because of two trajectories in professional education - according to the method and system.

The positive aspects of formation of professional competence (FPC) upon the "method" revealed the emphasizing behavioral approach in the pedagogical process to diagnose individual students' problems, the possibility of freedom of choice of educational institution to focus on the functional approach and actual aspects of material incentives through the grant system, licensing and certification.

The advantages of the FPC on the "system" have revealed the integrity of the competencies assessment framework, professional training and improving the qualification, based on the orientation of all stages of the FPC of future specialists for the implementation of the state order. The requirements, based on the pedagogical model of education have disclosed.

Methods

Types of assessment of competencies in the United States.

Determination of competence levels of specialists was a result of educational reforms 90s in the United States, noted [13]. Ensuring a high level of professional activity in education contributed to the formation of technology and continuity through the certification.

The aims and objectives of the certification level of competence was to identify the qualitative characteristics of the specialists (education, the level of professional competence).In accordance with the requirements set by the standards-based classifier standards of specialties and specializations of profession, with the trends of scientific and technological progress, the spectrum of professions and vocations, coherent with the requirements of industry and opportunities of professional education.

Since the basic unit is the didactic content of education, the American Council of Specialists of professionalism assessment initiated for systematization and technological assessment of competence levels of specialists. Quality control of specialists training, the purpose of which, according to [2] was the creation of continuity and technology of formation of professional competence to regulate the requirements for specialist' sactivity. The questionnaire drawn up because of

the responsibility for the activity - "Locus of control" [7]. Identify internal and external factors in the activity of specialists.
The intellectual and cognitive self-development, and creative potential, based on a student-centered approach through financial incentives for career stairway and continuity of formation of professional competence. Mentor-specialists initiated in the schools of United States in the framework of the methodical work. For the structuring of learning content, training modules in the study initiated in America. They include consistent presentation of theoretical material, providing of study process by the methodical materials and system of assessment and control of the assimilation of knowledge, which allows to adjust the learning process [26].To assess the state of development and the training of specialists in the United States had established a national mechanism for certification KSA in schools, containing recommendations on further development, systematization of educational activities regulation, technology and optimization of educational processes, as well as identifying priority areas FPC[4].

Types of assessment of competencies in the United States presented below (Table 2).

Table 2

Types of assessment competencies in the USA

Nomination	Identify the types of assessment competencies in the USA	Application in the research
Certification of competency level	Based on a clear job description of functional responsibilities and positions. Sufficient competence is necessary to obtain a certificate of competence level in a particular area [13, 137 p.].	Defines levels of FPC stimulates technology and continuity in education
The Council of professional assessmentof specialists	Specialists's knowledge control procedures identified with the help of examinations and tests, monitoring of pedagogical and technological skills and habits, with the help of videos of their teaching [7].	System, technology in the regulation requirements, norms, levels, PC
Quality control of specialists training	Licensing and certification bodies under the relevant state departments of education with certification and licensing programs: basic academic skills; subject knowledge; knowledge of teaching methods; directly conducting lessons in practice. One of the most common test series is «Praxis».	Continuity and technology of FPC in the regulation requirements for specialists activity
«Locus of control»	Questionnaire results of liability for activities in the 40 statements: the external forces (externalities, external locus of control) or internal (own ability, effort) [7].	Continuity and technology, in regulating the FPC requirements
Career stairway	The concept of "payment for quality" is the possibility of professional growth and providing adequate pay for responsibilities, creating a hierarchy of posts of specialists. Includes 16 quality assessment standards of teaching in 4 groups of criteria: planning and preparation; creating the conditions and environment for active learning; teaching for active learning; professionalism [4].	Financial motivation, continuity of pedagogical activities intellec-tual-cognitiveself deevelopment, creation potential
Specialists - mentor	Duties include constant supervision and assistance in adapting young specialists [26].	It is part of the methodological work of the Lyceum.
Training modules	Categories PC, teaching with using new forms and methods of certification and assessment of student behavior, perform administrative duties, verbal and nonverbal communication, development of personal skills [21].	Modules include the flexibility of training content, an individual program
National KSA certification mechanism	Determination of the professional specialists KSA by the Service of ETS Educational Testing - Educational Testing Service and the National Council of Professional Teaching Standards [14].	System, technology in the regulation requirements, norms, levels, PC

Analysis of the types of assessment of competencies in the United States led to the following conclusions: FPC levels stimulate technology and continuity in education. The disclosure of the problem of the research the FPC model will built a base of the design. The problems of professional activity of specialists is possible to build after disclosure a system of FPC. Construction of the methodical bases of work provides the preconditions for motivating intellectual-cognitive self-development, creative potential of future specialists. Creating modules contributes to the systematization and technology FPC of future specialists.

Types of training of specialists in professional USA schools.

Zhanguzhinova [14] notes, the conditions of decentralized system of professional training in vocational schools and lyceums of United States put the basic principle - individual personal approach. Context of study" action research" during the preparation of specialists in the US, according to [21], organizes a behavioral, student-centered, competence-based learning approach, according to the concept of reflective specialists.

Among the characteristics for generate creative potential, intellectual and cognitive self-development, according to [14], is the freedom of choice of school.

Personal development is both an adaptive and creative responses to the specific conditions of the market approach in education. [22] described the self-development, as the use of intellectual and cognitive potential as a resource of material incentives for their own survival.

Continuity in education, professional training, raising the level of professional competence, according to [8] creates versatility in acquiring KSA, as well as professional and personal experience of future specialists. Required forms of FPC included to the program of the educational process context (different types of practices) in higher education institutions, systematic structures in professional training of future specialists.

The involvement of scientists and experts from different fields of science and technic affect for effectiveness. Due to the fact of professional communication in the process of professional -pedagogical activity contributes the pedagogical dialogue through exchange theoretical and practical experience, innovations in the educational process and initiates changes in the process of training of students (Table 3).

Table 3

Types of professional training of specialists in vocational schools of USA

Nomination of types	Identify the types of professional training of specialists in vocational schools of USA	Application in the research
Decentralized approach	The absent in USA the special institutions of training specialists by special subjects or courses for improving qualification. Most universities, pedagogical schools and scientific-pedagogical centers taking part in improving qualification, leading by the federation of specialists [17]	individual personal approach is the ultimate in training specialists
Behavioral approach	Identification of the functional responsibilities of each person, description of the main fixed by actions resulting in the implementation of activities to the highest result. Based on the method of “action research” [16].	systematization of statistical data of analysis with student-oriented learning and competence-based approach
The freedom of chose the educational institution	Selecting the content, forms and methods of training specialists by special subjects for vocational schools according to their interests, needs and capabilities of the specialists [1]	Variability reveals creative potential, intellectual and cognitive self-development of specialists

Market approach	Actual, informational, scientific, methodological and cultural goods, for which the specialists' pay own money for the quality and practical value [22].	Determines the value of a PC specialist, based on the criteria, requirements driven by the self-development of specialists
Material incentives	For success in improving PC specialists rewarded increase wages and job status [9].	Financial motivation creates value attitude to the profession, intellectual and cognitive FPC
Comprehensiveness	To achieve the highest level of specialists status (PC) in the United States need to pass 8 positions: BA, MA, followed by six positions, the volume of credit points received from the knowledge that is needed for the development and improving qualification [22].	Continuity gives the right to the study of many courses, subjects, and the right to change profession or study other disciplines
Bound form	Teaching practice becomes mandatory in some cases of training, in the case of total demand [21].	System of professional training of future specialists
Involvement of scientists and experts from different fields of science and technic	Cooperation should be mutual: experienced specialists-mentors should express academic subjects, participate in the development of internship programs and conduct seminars for beginning specialists, with the involvement of the joint work of scientists and experts from different fields of science and technics [1].	Professional communication with specialists from various fields of science and technics, which have scientific degrees and academic titles

Analysis of the types of training US experts of vocational schools led to the following conclusions:

Individually personal approach facilitates the identification and development of common, substantive, and methodological PC, variability individual abilities of students in the content, forms and methods of teaching. Promote intellectual and cognitive and creative potential of students, contributes self-development of the future specialists on the condition of continuity, consistency and communication in the process of professional training.

Types of increasing USA specialists' qualifications.

According to [2], licensing and certification of specialists in improving qualification of specialists forms system in the form goals and objectives of the content of education, training, and further professional activity of the future specialists.

Initiation by public and private funds and the Federation of the United States specialiststhe System of individual and group grants, developing the creative potential of future specialists in their further professional activity, professional growth.

According to [8], in conditions of continuity of the system of improving qualification of specialists, the Qualification / education advance centers throughout life is an important part of the competitiveness of the future specialists in the modern world economy, based on knowledge. Short-term courses, thinks [10, 288 p.], contribute to the self-improvement of specialists with a certificate confirming the PC level. Additional training / professional development programs, by definition of [1, 203 p.], focused on the continuity of the educational and professional needs of the professional development of future specialists, ensuring compliance with their qualification and reveal the variation possibilities in the professional and social environment. Seminars and conferences, thinks [2] stimulate self-development of specialists. Saturday and Sunday eventsform the communicativeness of specialists with certificates confirming the level of purchased PC. (Table 4).

Table 4

Types of improving qualifications of US specialists

Forms of improving qualification	Identity of the types ofimproving qualification	Application in the research
Licensing and Certification	Adaptation of occurrence of a young specialist in the teaching profession and fixing its basic qualification [11].	Systematic FPC of future specialists
Individual and group grants	Provided by creatively working specialists by the different public and private funds, the Federation of Specialists for an interesting, progressive idea, specialists experience tangible results for research and publishing [12].	Stimulates the creative potential of specialists and FPC
Centers for improving qualification / education for life	Their functions are mostly limited to the solution of organizational and financial problems. The content of the centers and their methodological support directly depend on the specialists. Specialists write many essays, works, self-projects, comparing the different scientific concepts. [3, 169 p.].	Continuityof education contribute to FPC of future specialists
Short-term courses	Provide universities, high schools, research centers, lasting from weeks to months. Contain brochures about summer and other courses; Course topics are very broad; meet the interests and needs of specialists; attracted by the prestige of the institution, faculty [14].	Promote self-development of specialists with confirmation certificate of level PC
Additional training / professional development programs	Provide in higher education with a view to increasing knowledge, improving methodological skills and the requirements associated with an increase in job status. Ability to select a course with the needs [6]	Variability and continuity FPK of future specialists
Seminars and conferences	On topical issues, educational fairs, during which specialists receive information about new methods and ways of learning, new editions; conducted methodical literature for sale [18];	Personal development of specialists with certification of level PC
Saturday and Sunday events	School of Management and Department of the American Federation of Specialists hold seminars, meetings, presentation of best practices, travel, where cultural and scientific enrichment is combined with an active holiday experience exchange [1, 203 p.].	FPK, communication specialists with the level of certification

Analysis of the types of advancing qualification of specialists the USA led to the following conclusions: the system for professional development of specialists' bases on self-development. Development of creative potential of future specialists is possible because of continuity of education. Variability and continu ous professional development stimulate self-development of specialists, which is due to the development of communication in the professional activity.

Types of assessment of competencies in Germany.

Approach "action competence" is defined practically oriented objectives and criteria of the centralized system of management and administration services, think [5], due to the consequence of a systematic approach. Diagnostic sheets in extensive system of institutions in improving qualification identify intellectually cognitive PCs and self-development of the future specialists define [12].

Based on the method of "Assessment Center" by [11], revealed levels of formation PC of the future specialists because of technological method for assessing the "180 degrees" and "360" that determined systematically in a complex positive and negative aspects of professional activity. These methods define a set of properties, the results of the work, the characteristics to be assessed and the relevant shades estimates, brief [14] (Table 5).

Table 5

Types of assessment of competencies in Germany

Nomination of requirements	Description of requirements in the education system in Germany	Application in the research
Approach "action competence"	Driven by the criteria of the national model of education. The emphasis in the curriculum of vocational training system FPC components that include professional, personal and social competence. System approach developing the ability and readiness of the future specialists to act in a professional situation. Due to technically competently, thoughtfully and in accordance with the social responsibility, individually and specifically to solve the problem based on knowledge and experience, as well as using their own ideas, to evaluate the solutions and improvements its ability to act [23].	System cooperation of all necessary KSA in the FPC in the professional activity of the future specialists
Diagnostic sheets	Consist verbal and numeric assessment of students' knowledge, motives for learning, development of thinking, evaluating the study of discipline or topic, which are recorded in a special table; the almost complete absence of psychological test diagnostics, for two reasons: legal restrictions on the use of tests and priority of assessment by already manifest peculiarities of activities of employees in comparison with laboratory testing and conjectural nature [5].	System forms intellectually-cognitivePC, creates prerequisites for motivation and self-development of the future specialists
The methodof "Assessment Center"	It consists of six groups of methodes: descriptive; comparative; combined; minorities; graphics; coefficient [12].	Technology stimulates FPC
Method of valuation "180 degrees" and "360 degrees"	Identify the degree of compliance officer position held by methods:180 ° - Assessment of employee competencies by manager, subordinates valued by employee and self-esteem. 360 ° - Assessment of employee competencies by manager, subordinates, colleagues, customers (internal and external) and employee self-esteem [6, 3 p.].	Technology, system stimulates FPC in professional activity of the future specialists

Analysis of the types of assessment of competencies in Germany led to the following conclusions: the system in the assessment of competencies helps FPC, improving KSA for practically oriented goals in the course of professional activity of the future specialists. Technological assessment of competencies in FPC stimulates intellectually cognitive development in the professional activity of the future specialists.

Types of professional training of future specialists in Germany.

In-company training is part of a continuous process of implementation of the training in the professional activity, through the development of professional communicativeness, forms system performance of PC and orientation in profession.

Specificity is the subject-practical presentation of concentrated content of subject by the practitioners upon specific needs of the problems of the organization, preparation for accreditation and to exchange practical experience, define [5]. Training upon the interest is part of the methodical work of educational institutions. The aims and objectives of professional training upon the interests is to create conditions and an conducive atmosphere to self-development of future educators, opening creative potential, the development of communication between beginners and experienced professionals, according to [20, 91-95 pp.].

Staff-development - it is part of the methodical work of educational institution were the training of future specialists can be considered as activities. The programs (formal or informal) to facilitate self-development of necessary intellectual and cognitive KSA and PC of the future specialists needed to achieve the technological organizational and professional goals and objectives for personal growth and training to move up by the career stairway, characterized; [11]. The dual system requires close cooperation between the education system and enterprises. It refers to the type of vocational education, in which the subject-

practical part of the training takes place in the workplace, and the theoretical part - based on the educational organization. The system of dual education involves co-financing training programs for specific jobs by the commercial enterprises and regional authorities. Bear equal responsibility of the participants of dual education in professional activity of future specialists'[12] (Table 6).

Table 6

Types of professional training of future specialists in Germany

Nomination types of training	Description of the types of professional training of future specialists	Application in the research
In-company training	Education personnel within the firm. The benefits of such a model are associated with a wide range of problems that arise in the course of activities of the institution, with a small number of employees and the high intensity of informal links between them. Under these conditions, «In-company training» is the most adequate form of staff development. «In-company training» means not only in the form of training sessions, and advisory work with individual staff members or groups of workers and in the development of specialists methodological issues and decisions [5].	Subject - practically implementation of the FPC on the basis of the active approach enables future professionals in a continuous process to implement training and activities, communication, system orientation in the profession
By interest	The informal nature of the interaction between specialists allows student to "receive advice and to communicate at any time, without complicating over-structuring time of the institution [20].	Promotes self-development of future professionals, the disclosure of creative potential, communication
Staff-development	Staff development is Methodical work in the school turns into a process of staff development. The totality of the content and procedures, in which the content aimed not only at improving the methods of work, but also on the personal and professional development of staff, understanding their involvement in the activities of the organization, the assignment of the organization values and culture [11].	Promotes self-development, stimulates the activity-related, intellectual and cognitive PC-based technological process of preparation of future specialists
The dual system	Students receive practical training directly upon the workplace, with wages paid now, with which the institution sign a contract for training. Students are given a good opportunity to get a direct view of the work processes at the company, to gain real experience, with a diploma on the specialty, according to the level of professional education [5]; [12].	Practice-oriented approach forms the activity-related, subject-practical PC future specialists

Analysis of the types of professional training of future specialists in Germany led to the following conclusions: the practice-oriented approach creates system and technology in a continuous process of subject- practical training. Implementation of learning through activity forms communication and self-development of future specialists and direction in profession; reveals creative potential and stimulated activity-related, intellectual and cognitive PC.

Types of improving qualification in Germany.

According [14], decentralized form of improving qualification is due to the regional system of improving qualification that work with the applicant organization for the training of specialists on their base.

This form of communication contributes to the variation and self-development of the PC of future specialists, satisfies the mutual interests of both sides, according to [5]. Due to the BIBB, the Federal Institute for Vocational Education is the computer center for research and further development of VT and improving qualification in Germany. System, technology of BIBB contributes to the development of innovations in the field of VT on the base of development and improving qualification of future specialists, determine [21]. By definition [14, 265 p.] qualification advancing institutes and centers of moderation (QAICM) are increasing administrative competence of heads of educational institutions and training of moderators.

[24, 135p.] The principal difference between the functions of moderators in Germany is the continuity, system, technology in the training of their colleagues in solving urgent problems of school management in the period between the treatment courses based on the specific schools, according to [12]. Weiterbilding is a vocational training, improving qualification, the goals and objectives of which is the continuation or resumption of education after higher education, on the principles of continuity, system, and technology in FPC of future specialists for applications received KSA in further professional activity, characterized [11]. Ausbildung –secondary special education, education upon the profession, in order to improve the qualifications on the principles of continuity, system, and technology in FPC of the future specialists for applications received KSAfor further professional activity, concludes [14, 265–285 pp.]. (Table 7).

Table 7

Types of improving qualification of specialists in Germany

Types of improving qualification of specialists in Germany	Description of forms of improving qualification of specialists	Application in the research
Decentralized form of improving qualification	Based on action plans to improve the qualifications of educational institutions each year, each region independently carries out professional development of specialists, regional moderators develop recommendations for further work. Use non-traditional forms, techniques, methods [14].	Variability, self-development, communication in FPC of future specialists
BIBB	The Federal Institute of Vocational Education - conducts research, development and consulting, encourages innovation in vocational education, forms the concept for the future [21].	System and technology in FPK of future specialists
Institutions improving qualifications andcenters of moderation(IIQCM)	Carry out improving qualifications of specialists as provided by law. Characterized by regional structure, targeting and feedback, allows adjusting the work IIQCM [14].	Continuity, system, and technology to future specialists in FPC
Weiterbilding	Vocational training and improving qualification, extension or renewal of education after highereducation [11].	Continuity, system, and technology in FPC of future specialists in professional activity
Ausbildung	Secondary special education, education upon the profession, training in approved training program with the issuance certificate of didactics of higher education, after passing the final exam. It helps future professionals to gain purposefully experience and learn at the same time chosen specialty [14].	Continuity, system, and technology in FPC of future specialists in professional activity

Analysis of the types of specialists improving qualifications in Germany led to the following conclusions: subject-practical approach, due to the principles of decentralization allow future specialists for variability, self-development, and communication. Technological system of specialists improving qualifications in Germany contributes to the continuity in the FPC, which stimulate to the modernization in their professional activities.

Results

Thus, summing up the experience of foreign countries can be argued that the FPC upon "method" significantly inferior to the FPC upon the "system", both in the number of participating countries, and on the description of requirements of competencies assessment, types of professional training and forms of improving qualifications. On the base of international experience, due to the research of various types of FPC of future specialists, made SWOT analysis of the two types of FPC (Table 8):

Table 8

SWOT analysis of the two types of FPC of future specialists on the basis of international experience

Strengths	Weaknesses
FPC upon the "method": based on the behavioral approach in the pedagogical process to diagnose the individual problems of students, freedom of opportunities opening selection of the institution to focus on the functional approach, as well as financial incentives through the grant system, licensing and certification.	FPC upon the "method": FPC process has narrow-profile direction, compensates for continuous learning throughout life, which takes time for training, but does not take into account the age and psychological readiness and different levels of PC of future specialists.
FPC upon the "system": has significant advantages: the integrity of the competencies assessment framework based on national standards, a national framework of qualifications, qualification requirements', etc.; professional training and improving qualification, since all stages of the FPC of future specialists are focused on the execution of the state order, which covers the cost of training specialists and attract most of the applicants.	FPC upon the "system": has a complex system of requirements based on the pedagogical model of education, and poor motivation from the part of the customer (the state) for the future specialists in the further work.
Opportunities	**Threats**
FPC upon the "method": opens opportunities for methodical work, contributes to the identification and development of general and subject and methodological PC; stimulates the creation of modules based on individual personal approach; creates conditions for a larger range of expert assessment of competencies at different levels of the PC; focused on the subject-practical approach in the activity due to narrow- subject problems decision of PC; encourages self-development of future specialists under conditions of variability of professional training.	FPC upon the "method": orientation to the professional training of specialists for a narrow subject area and the absence of national standards, are not compensate by wide range of different systems for improving qualification of PCs, but enhance range of further professional activity at the future specialists. No coordination of vocational training systems and the assessment of competencies slow down the integration processes in education.
FPC upon the "system": acquired a more complete structure, the most characteristic of the predominant majority of the studied countries where KSA together with behavioral and motivational aspects included as an element of the overall competence of the cluster structure. Over time, a systematic approach to the interpretation and assessment of competence is becoming more common, as it provides greater opportunities for the synchronization of the educational process with the requirements of society and the labor market and interest of fields of science and economics.	FPC upon the "system": the process of organization of the FPC has not flexible system of requirements, principles and technologies that often do not take into account the organizational forms and the implementation in the professional activity. No coordination of training programs and modules, as well as various levels of international standards of PC slow down the integration processes in education.

Discussion

The study of international experience of educational trajectories allow to reveal components for the structure of Formation of Professional Competence for application in Kazakhstan:

–wide range of various forms of improvement and confirmation of experts' professional competence creates a mechanism for licensing and certification, with a centralized national institution - Industry Certification organization.

– the ratio of the results of advanced training and self-education with wages of specialists and social benefits package;

– own development strategies of sector institutions: conditioned by their own method of teaching and the payment system; practice-activity-related project work on orders that have asocial, national significance [21];

– opportunities for international cooperation associated with a large set of entrants coverage and marketing of educational services, staff advanced training;

At the same time, the advantages of the professional training of future specialists for innovative sectors in Kazakhstan compared with foreign countries revealed, namely:

– centralized training system of specialists for Kazakhstani, conditioned by the framework of a unified state education standards, makes it possible to direct its activities more efficiently

and implement consistently in the life of modern achievements of science and best practices;

– modernization will be the development and implementation of criterion evaluation apparatus, professiogram, innovative technologies and methods of training of specialists [14];

– material and practical orientation of training, built on the basis of the decision of problems of the design course, modular system, [25, 135 p.] facilitating the relationship of the educational process withproduction and needs of society on the basis of the social order of society by professional preparation of specialists [26];

– the effectiveness of individually-oriented and subject-active approach, stimulating the quality of training of specialists for the innovative sectors of Kazakhstan;

– the starting point for the formation of the product in the educational chain - specialists for cluster of innovative sector of production;

– for professional preparation of specialists for innovative sector following schemes of interaction between scienceand business are the most effective: Expert evaluations; Grants and orders; Investments inresearch start up; Opening of research laboratories and business incubators; Innovative entrepreneurship; Interaction with venture capital funds, venture capital;

– according to the conceptual ideas of our research, particular importance has the accounting of dynamics of the qualification requirements for the preparation of competitive professionals onthe international market for innovative sector considering new requirements of innovation andindustrial development of Kazakhstan's society [14].

Conclusions

Thus, based onthe analysis of international experience and discoveringthe level of content of formation of professional competence of specialistsrevealed the relevance of problem, novelty and originality of the researchfor institutional reforms in Kazakhstan with making changes in addition to the content and methods of modular educational programs (MEP), actualizing FPC during professional training, namely:

1) Creation of study-methodical conditions in highereducation for flexibility of design and variability of educational programs and MEPs with the introduction of methods that enhance the framework for the acquisition of subject and object KSA and subject-practical direction of training of FPK for the possibility of self-selection of the student training direction.

2) Creation the conditions at the university for international academic mobility in planning the direction and content of education for the needs of industry, taking into account the difference with foreign directions of training, education programs, the wording of specialization's definitions on profiles to enhance the integration of activity in international cooperation.

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ИЗУЧЕНИЕ МЕЖДУНАРОДНОГО ОПЫТА ФОРМИРОВАНИЯ ОБРАЗОВАТЕЛЬНЫХ ТРАЕКТОРИЙ ДЛЯ ПРИМЕНЕНИЯ В КАЗАХСТАНЕ

Аннотация:
В условиях внедрения международного опыта в высших учебных заведениях, модернизация системы высшего образования является целью профессиональной подготовки будущих специалистов в Казахстане. В связи с изучением международного опыта выявлены две образовательные траектории в профессиональном образовании - по методике и системе. Обе образовательные траектории включают в себя сходство в оцениванию компетенций, профессиональной подготовке и вариативности типов повышения квалификации будущих специалистов. Изучение каждой образовательной траектории определило различия в подготовке специалистов путем раскрытия структуры видов Формирования профессиональной компетентности (ФПК) будущих специалистов. Разнообразие образовательных структур во всем мире позволило выявить различия подходов в образовании.
Ключевые слова: оценивание компетенций, профессиональная подготовка специалистов, повышение квалификации.

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ҚАЗАҚСТАНДА ҚОЛДАНУ ҮШІН БІЛІМ ТРАЕКТОРИЯЛАРЫН ҚАЛЫПТАСТЫРУДЫҢ ХАЛЫҚАРАЛЫҚ ТӘЖІРИБЕСІН ЗЕРТТЕУ

Аңдатпа:
Жоғары оқу орындарында халықаралық тәжірибені енгізу жағдайында жоғары білім беру жүйесін жаңғырту Қазақстанда болашақ мамандарды кәсіби даярлаудың мақсаты болып табылады. Халықаралық тәжірибені зерделеуге байланысты кәсіби білім беруде екі білім траекториясы - әдістеме және жүйе бойынша анықталды. Екі білім траекториясына құзыреттілікті, кәсіби дайындықты бағалаудағы ұқсастықтар және болашақ мамандардың біліктілігін арттыру түрлерінің вариативтілігі

кіреді. Әрбір білім беру траекториясын зерттеу болашақ мамандардың кәсіби құзыреттілігін қалыптастырудың құрылымдық типтерін ашу арқылы мамандарды дайындаудағы айырмашылықты анықтады. Бүкіл әлемдегі білім беру құрылымдарының әртүрлілігі білім беру тәсілдерінің айырмашылықтарын анықтауға мүмкіндік берді.

Тірек сөздер: құзыреттілікті бағалау, мамандарды кәсіби даярлау, біліктілікті арттыру.

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