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RECOGNITION OF STUDENT LEARNING OUTCOMES WITHIN THE FRAMEWORK OF LIFELONG EDUCATION

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The article discusses the relevance of lifelong education. The special literature was analyzed, which made it possible to identify the importance of lifelong education, the main trends of its development in the Republic of Kazakhstan. At the same time, the authors systematized options for implementing the Concept of Lifelong Learning adopted in the country. The experience of Toraigyrov University in recognizing the results of students' education in the framework of lifelong education is summarized. Thus, the recognition of the learning outcomes of students has become very relevant during the pandemic. The recognition of certificates of mass open online courses platforms, in particular Coursera certificates, has become especially relevant. To implement this step, the university has done a lot of work: commissions have been created to evaluate the results of training. Nevertheless, according to the authors, a lot of work is needed to systematize the experience of implementing opportunities for continuing education in higher education.

Key words: *lifelong education, recognition of results, formal, non-formal education.*

Introduction

At present, the concept of lifelong education is becoming more and more important and relevant. In 2021, the Concept of Lifelong Learning (Continuous Education) in the Republic of Kazakhstan was issued. The need to integrate Kazakhstan into the world economy is very clearly outlined in the document. And this, in turn, dictates the need for a rapid response to the cardinal changes taking place in the world on the way of the country's promotion to the top 30 advanced countries by 2050 [1]. Modern education is undergoing huge changes, new technologies are being introduced, universities are updating the infrastructure. However, the knowledge and skills acquired in higher education are becoming obsolete, and research has shown that in 10 years it is necessary to update this knowledge. All this is proof of the relevance of the research topic.

In the specialized literature, the concept of lifelong education is interpreted as a process of growth of the educational (general and professional) potential of an individual throughout life based on the use of a system of state and public institutions and in accordance with the needs of the individual and society.

In the collective monograph "Continuing Education: Methodology, Technology, Management", the authors state that the realities of the last decade have shown a strong diversification of the required competencies of employees, the diversity of which cannot be provided even by the stationary official structures of main and additional education integrated

into the system [2]. We strongly support the authors' position and believe that this problem requires an immediate solution.

Undoubtedly, the main goal of lifelong education is the development of such qualities in a person as independence, purposefulness, diligence, responsibility, adaptation to the rapidly changing conditions of modern society and the qualitative assimilation of new information. We believe that there is a need for the full implementation of the recognition of student learning outcomes in the framework of lifelong education in the country.

Traditionally, the following forms of lifelong education are distinguished: continuous; primary; additional; postgraduate; professional, etc. Each of the forms has its own characteristics and features. The continuity of the educational process creates conditions for a deeper understanding of the needs of a person and the phenomena of the surrounding world, contributes to a better disclosure of their potential and creates conditions for the full fulfillment of their social role in the course of work and life in society.

In Kazakhstan, in accordance with the current legislation in the field of education, one of the principles of the state policy in the field of education is the "continuity of the educational process, ensuring continuity of its levels". It means a consistent transition from one level of education to another and is expressed in the preservation, consistent change and recognition of learning outcomes. Minister of Science and Higher Education Nurbek Sayasat noted that Kazakhstan plans to recognize non-formal education and introduce microqualification into practice [3].

Such measures taken by the Ministry greatly contribute to the development of lifelong education in the country.

Materials and methods:

To reveal the content of this problem, theoretical methods of analyzing normative and other pedagogical literature were used.

The analysis revealed that non-formal education includes organized types of education that are not part of formal education programs. In particular, professional development programs, professional retraining, vocational training, courses, lectures, seminars and trainings conducted, including online. Recognition of the results of non-formal education is carried out by educational organizations as an opportunity to form an individual learning trajectory.

The idea of implementing lifelong education is considered in the works of Kazakhstani authors. The researchers Zhalgasov A.A., Koishygulova E.E., Zhubangalieva G.G. suggest considering continuous education from the point of view of an androgogical approach [4]. Thus, the importance of the general cultural development of adults in the system of lifelong education is emphasized, taking into account their age, physical and other characteristics. In 2012, G. Kanibetova focused the attention of the pedagogical community of Kazakhstan on the need to create a national model of the system of lifelong education. According to the researcher, the realities of the modern world force an adult to look for opportunities to improve professional skills and acquire new competencies.

Thus, the need to consider possible ways of implementing lifelong education in the higher education system is highly relevant. Universities have sufficient resources for the implementation of formal, non-formal and other types of lifelong education. Currently, some universities are promoting the idea of "Silver Universities" aimed at creating conditions for lifelong education to senior citizens.

Results and Discussion:

At the moment, Kazakhstan has developed requirements for the assignment and confirmation of qualifications for individual professions. A national qualification system has been introduced. The National Qualifications Framework has been approved, which presents eight levels of education. The industry qualification framework has been updated and professional

standards defining the knowledge and skills of a particular career have been approved. On the basis of Toraigyrov University, work is being carried out to study the possibilities of implementing continuing education. All regulatory documents related to this process have been studied. Variants of implementation of the main provisions of the Concept are considered. The work carried out made it possible to identify the main trends in the development of lifelong education:

1) Integration of formal and non-formal education. Recognition of the results of non-formal education becomes a condition for obtaining qualifications, which provides an opportunity for citizens to gain access to formal education by accumulating academic credits;

2) New technologies that increase the requirements for technical skills acquired informally. In sectors that depend on the use of new technologies, formal training may not keep pace with technological changes and the need for advanced training. In accordance with this, the relevance of non-formal adult education is increasing;

3) Provision of opportunities to integrate into the labor market by recognizing the results of non-formal education, which will contribute to the provision of equal opportunities for all (Decree of the Government of the Republic of Kazakhstan dated July 8, 2021 No. 471).

Lifelong learning begins with an effective primary and secondary general education, which forms the motivation to learn and the ability to learn, as well as the responsibility of students for their own learning and behavior. Other important segments of lifelong learning are primary vocational education and continuing vocational education, training following the acquisition of the first professional qualification and representing adult education.

Lifelong learning occupies an important place in the digital economy. Within the framework of the development of the system of continuous adult education, it is necessary to devote a special place to the formation of information support for the formation of educational trajectories.

The disabled are a special target group in need of lifelong education services and an access to a variety of educational resources that take into account their special needs. This requires non-standard technical solutions, adapted teaching methods, specially trained teachers and tutors.

We believe that the following results will be achieved within the implementation of the Concept of lifelong education in the Republic of Kazakhstan:

- Satisfaction of the adult population with the quality of their lives by expanding the opportunities for professional and personal self-realization;
- Strengthened social stability by ensuring accessibility and development of infrastructure for continuing education for adults;
- Increased level of human and social capital;
- Increased competitiveness of the adult population through the formation of professional competencies.

We believe that the study of the experience of practical activities of universities of the Republic of Kazakhstan will help to develop common areas of activity. Today, each university has the opportunity to develop its own concept for the implementation of a mechanism for recognizing the results of student learning within the framework of lifelong education.

On February 24-25, 2022, the Republican Workshop of the Registrar's Office "Pandemic Experience: New Realities and Successful Practices" was held at Nazarbayev University. This meeting served as a dialogue platform for discussing the experience of universities. The following official documents regulate non-formal education in the Republic of Kazakhstan:

1) Order of the Minister of Education and Science dated 04.10.2018 No. 537 "On approval of the Rules for the recognition of organizations providing non-formal education and the formation of a list of recognized organizations providing non-formal education";

2) Order of the Minister of Education and Science of 28.09.2018 No. 537 "On approval of the Rules for the recognition of learning outcomes obtained by adults through non-formal

education provided by organizations included in the list of recognized organizations providing non-formal education".

According to these documents, the Ministry of Science and Higher Education forms a list of organizations providing non-formal education, and universities create Commissions to recognize learning outcomes. However, now there is no such list of organizations, and therefore universities act independently when recognizing the results of non-formal education

The following measures have been taken at Toraighyrov University:

1) During the pandemic, the university decided to recognize the certificates of the platforms of mass open online courses (Coursera, etc.). The responsible department forms the list of recognized courses from these platforms. Then this list is provided to the Registrar's Office for further work. For the recognition of certificates, deans created commissions for the evaluation of learning outcomes, which finally decided on the recognition of certificates, the number of credits to be credited and the student's assessment.

The protocols were provided to the Registrar's Office for the transfer of disciplines.

2) The second option for recognizing non-formal learning was the recognition of internships at the workplace for mastering the volume of hours within individual disciplines. The student provided references from the employer with the list of responsibilities and work schedule. The commissions for evaluating the results of training of faculties assessed the compliance of the work duties performed during internships at the enterprise with the results of training in general according to the educational program and separately in specific disciplines.

Based on this, Protocols were developed and then submitted to the Registrar's Office for the transfer of disciplines.

Analyzing the experience of other universities, we can conclude that other Kazakhstani universities have similar practices and there are examples when employment in a specialty or an internship at the workplace is credited by the university for the final comprehensive exams (final certification).

Conclusions:

The universities are purposefully expanding the possibilities of implementing non-formal education to recognize the results of training. However, this is done by each university independently, without systematization of experience in the whole system of higher education in Kazakhstan. We believe it is necessary to consolidate the efforts of all universities, which will allow to develop common requirements for the recognition of the results of non-formal education.

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