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THE MAIN CHARACTER AND NEW DIRECTIONS OF THE UPDATED EDUCATION SYSTEM

***Annotation.** This article will focus on the main goal of the educational program along with updating the content of education, the introduction of a system of criteria assessment and increasing the effectiveness of using methods and various means of teaching. Updating the content of education is aimed at integrating modern trends in education and the best practices of Kazakhstan's education. Creating an educational environment conducive to the harmonious formation and intellectual development of a person who has absorbed national and universal values, is able to demonstrate functional literacy and competitiveness in any life situation is the result of the introduction of updated educational content. Based on the conducted research, the authors determined that tasks of modernization of Kazakhstan's education, including the need to implement a competency-based approach to improving the quality of education, considering the needs of the individual, as well as the needs of the community.*

***Keywords:** constructive learning; personality; functional literacy; criterion; descriptor; information and communication technologies.*

Introduction

Updating the content of education is a rethinking of the structure and content of the educational program, methods and approaches to train and educate. A school is a special public institution, where, according to Hegel, life begins in the general order, in the same general rule for all, in which the subjective spirit must be brought to renounce its oddities, to knowledge and to the desire for commonality. The beginning of school life is a significant and exciting event for a child and his parents. The school provides them with basic education, develops their social skills and will be their second home for many years [1, p. 58].

What knowledge and skills should be formed among citizens of the XXI century in the modern era of globalization? And the only person who forms it is the teacher. In the current age of rapid change, the responsibility of the teacher has increased many times and his role has changed. Instead of an authoritarian teacher who requires unconditional obedience and strict discipline, a teacher – mentor, a teacher - smart interlocutor, a teacher – master, who can teach a student to Universal actions that can make decisions not only in a learning environment, but also in various life situations. This will be very relevant today, when mobility, creativity, mobile, abnormal thinking skills are required from a graduate of a school. The teacher should be considered not only as a specialist in educating students, but also as organizers of national sustainable development.

At present, it is a requirement of life to have a good, deep knowledge of the subject, to fully cover the topic in the daily lesson, to convey it to the student, to be fluent in traditional and scientifically advanced teaching methods, tools, to present a system of search and research tasks in the development of students' talents with increasing interest in the subject. And its foundation will be laid in the primary grades. Therefore, the most important problem is to improve the quality of



students' knowledge in primary grades using different effective methods and techniques for each lesson. Since the future of the country is the younger generation, the development of new ways of providing them with deep and high-quality education is an urgent problem today.

The lesson is the result of the creative work of the teacher. Its passage in its essence depends on the knowledge, organizational abilities, skills of the teacher. The education sector cannot stand aside from the changes taking place in our state. Therefore, new teaching methods are currently being considered and implemented. The purpose of the lesson, the specifics of the tasks set in accordance with modern requirements, is aimed at the comprehensive development of the growing personality. In reproductive education, the student was seen only as a listener, a performer. Currently, the following goals are set for the formation of a student:

- a) teach students to think critically;
- b) teach students to work independently;
- c) learn to work in pairs, in groups;
- d) to evaluate each other's knowledge;
- e) training in the ability to use achievements;
- f) the ability to think quickly and clearly, make the right decisions and develop the skills of ingenuity, thoroughness;
- g) develop your imagination.

In fact, the teacher has a great responsibility in the education and upbringing of students. Each student needs an innovative teacher who is able to independently and creatively solve problems related to education. We are convinced that in a new, rapidly changing time, we need teachers who are educated and qualified, ready for new breakthroughs, changes and creative and professional skills that can meet new requirements. We deeply understood that not only the successful learning of students at school, but also in life depends on the abilities of the teacher, his competence. The teacher should be not only a person who gives knowledge to students in some subject, but also a special person who can interestingly, effectively organize their work in their studies, serve as an example for them. To meet the needs of the student, a modern teacher must be innovative, flexible, able to quickly perceive change, versatile, master new pedagogical innovative technologies.

Materials and research methods

According to modern requirements, the modern school should not only prepare an "educated person", that is, an individual with knowledge, skills, and abilities, but also prepare an active and creatively thinking, intellectually and comprehensively developed individual who is ready for life changes. Updating the content of education directly depends on the professionalism of the teacher in creative search[2]. The formation of communicative and language skills is, in the words of the teacher - scientist Zh.Aimautov: "laying the child to speak, understand the words of others, write independently, read. But not senseless habituation, dry laying, but training the child to think together with language training" [3, 248].

What are the features of the updated content of education? This program differs from the traditional one:

1. Presentation of the content of the discipline on a spiral principle. That is, the content of the subject can go from simple to complex. The educational program, built on the principle of spirality, is based on the cognitive theory discussed in Jerome Bruner's work "the educational process" (1960). Main features of the spiral educational program based on Bruner's work:

- When studying at school, a student repeatedly repeats a topic or subject, where topics are repeated at different levels, sometimes within a quarter, sometimes every quarter:
- With each rereading, the complexity of the topic or subject increases, where topics should be studied at each subsequent level more complex and in-depth than the previous one [5;14].



2. Hierarchy of learning goals according to bloom's taxonomy. In the educational process, Students Act at the stages of knowledge, understanding, application, analysis, accumulation, evaluation.

3. Transfer of "common topics" within the framework of education and in order to implement interdisciplinary connections. The themes run in close contact with each other, in continuity.

4. Organization of the educational process through long-term, medium-term and short-term plans. Long – term plan-curriculum is a content of the discipline. Medium-term plan-working scheme is a sequential lesson. The short-term plan is an individual, independent lesson.

5. Increasing the educational potential of training, forming the moral and spiritual qualities of the student. Spiritual values and skills that need to be developed in students. Values are creative and critical thinking, ability to communicate, respect for the culture and attitudes of others, responsibility, health, friendship, and care for those around them, willingness to learn throughout life. Skills are critical thinking, ability to apply knowledge creatively, ability to solve problems, research skills, communication skills (including language skills), work individually and in groups, skills in the field of information and communications technology (ICT).

6. Setting a pedagogical goal for a full course of study, which allows you to consider the continuity of the discipline between the levels of education.

7. Compliance of the content of sections and proposed topics with the requirements of the time, attention to the formation of social skills.

8. Systematic and active position in teaching (active participation of the student in the learning process).

Active reading is one of the methods of teaching and learning, which involves the student not only listening passively, but also engaging the teacher in active work. These approaches explain that the learning process is a phenomenon that is carried out not before the exercise, but during its execution. Such classroom approaches include group work, game "alternatives", and games with a specific subject.

Research results

What knowledge and skills should be formed among citizens of the XXI century in the modern era of globalization? And teacher is the only person who forms it. In the current age of rapid change, the responsibility of the teacher has increased many times and role has changed. Instead of an authoritarian teacher who requires unconditional obedience and strict discipline, a teacher – mentor, a teacher - smart interlocutor, a teacher – master, who can teach a student to universal actions that can make decisions not only in a learning environment, but also in various life situations. This will be very relevant today, when mobility, creativity, mobile, abnormal thinking skills are required from a graduate of a school. The teacher should be considered not only as a specialist in educating students, but also as organizers of national sustainable development.

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The lesson is the result of the creative work of the teacher. Its passage in its essence depends on the knowledge, organizational abilities, skills of the teacher. The education sector cannot stand aside from the changes taking place in our state. Therefore, new teaching methods are currently being considered and implemented. The purpose of the lesson, the specifics of the tasks set in



accordance with modern requirements, is aimed at the comprehensive development of the growing personality. In reproductive education, the student was seen only as a listener, a performer. To meet the needs of the student, a modern teacher must be innovative, flexible, able to quickly perceive change, versatile, master new pedagogical innovative technologies.

The new program provides teachers with modern teaching methods through seven modules in the table below:

Table1- Modules of modern teaching methods

1	New approaches to education and education	We only consider "teaching" and "teaching how to read" because they are closely related to the socio-critical approach. "Teach how to read" or metasana, shows students how to help them understand and take on the responsibility of accumulating knowledge so that they can continue learning on their own.
2	Critical thinking	is necessary to analyze, compare, organize, sort, systematize what the student has heard, critically look at the thoughts of others, analyze what student heard, learned, prove and draw conclusions for themselves. Creative work independently and jointly.
3	Learning assessment	is a term used to designate an activity that aims to systematically summarize the results of training with the objective of making a decision about. Teachers and students understand the criteria for what they achieve. In this regard, the program considers approaches to criterion assessment.
4	Use of ICT	allows us to recognize changes in society and quickly perceive them. It helps to conduct the planned lesson effectively, promotes the development of the student's thinking, and conducts research work. At the end of the program, teachers become reliable and critical users of information and communication technologies.
5	Training of talented and gifted children	based on an inclusive approach to the development of education for students, such to make reflections and research on the identification of children. The teacher, who was able to determine the abilities of students in a timely manner, also recognizes future talent.
6	Education depending on the age of students	Known anatomical, physiological and psychological characteristics of a single period features are usually referred to as age features. Therefore, pedagogy and psychology determine the variability of age characteristics of children, emphasize that they depend on the system of relationships created by pupils and the environment.
7	Management and leadership	is based on the conclusion that sustainable development and changes in any education system cannot be introduced from the outside, they must be



		<p>rooted in changes in the experience and understanding of teachers in specific classrooms. The ability to choose your own life position, no matter what happens, is based on human leadership. The main idea of the program, then, is that critical assessment, change, and reassessment of experience and education policies are based on the fact that changes are implemented at all levels initiated by teachers.</p>
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The assessment system will also undergo a radical change and will go to the criterion-based assessment system. In a criterion-based assessment, students performance is measured by a specific set of predetermined criteria. Despite the recognition of the importance of reading from an international point of view and the need to measure its results, there are not many states with an effective assessment system [6]. There are significant differences in the evaluation mechanisms of these countries (Great Britain, Singapore, Philania, Canada, etc.), although a number of common conceptual approaches are identified that ensure their success:

- 1) Evaluation is based on criteria;
- 2) Assessment provides for continuous collection of data during training;
- 3) The results of the assessment are used to adjust training, motivate students, set grades, prepare for reporting, improve curricula and plans, and make managerial decisions.

Criterion-based assessment is a process that corresponds to the purpose and content of knowledge, is based on a comparison of students' educational achievements with criteria that are clearly defined, issued by a team, known in advance to all participants in the educational process, which contributes to the formation of educational and cognitive qualifications of students. If the student is told that he/she has reached a certain level, this will not help him/her understand what needs to be done to achieve the best result. And if, together with the child, explains and analyses what led to such an assessment in student's work and the criteria for the assessment, then the student will understand what needs to be done later in order to improve result. Criterion-based assessment gives this opportunity to the student [6, p. 107].

Therefore, the purpose of introducing criterion-based assessment is to improve the quality of school education, bring the knowledge of school graduates into line with international standards. The use of the criterion-based assessment system in the educational process connects the system of assessing students' achievements with the purpose of a separate discipline. Allows you to form students' school competencies. It is also practiced to complete the task by applying certain criteria. Determining the level of training of each student, their academic achievements by a criterion-based assessment system improves not only students' interest in learning, but also the quality of the educational process at school. In fact, until now, various methods of checking knowledge and qualifications have been used.

International and domestic analytical studies (AAO, Nazarbayev University, OECD, World Bank) are the first to develop and implement an effective system that ensures transparency, objectivity, validity, and accuracy of the assessment system. Indicates the need for differential criteria and standards. The organization for Economic Cooperation and development in Kazakhstan is implementing an assessment system based on criteria that allow assessing high-level thinking skills, in accordance with which stressed the need to organize teacher training, conduct national standardized testing at the end of each stage of education, and create an effective and reliable data collection system.

When compiling the new system, we focused on the following main priorities:



First of all, conditions are created for students to achieve the value of the educational process, that is, to focus on the acquisition of knowledge and skills, and not on obtaining a quantitative assessment of learning.

Secondly, the "weight" of bad grades will be eliminated: students will have the opportunity to achieve good results, regardless of the results obtained earlier. If so, there are no situations when a student cannot hope for a good quarter grade because he received one unsatisfactory grade.

Thirdly, achieving objectivity is a system with uniform requirements, evaluation criteria and quality assessment tools. Grades need to help children develop learning and achieve high performance. To do this, students need to understand how and why the Grade is set, what criteria are used. Effective classroom assessment endows children with the right qualities, such as hard work, fairness, honesty, responsibility, self-regulation, etc.

Fourth, the assessment should inform state bodies in a timely manner about the state of the quality of educational activities, how to develop educational programs, how and why to train teachers professionally.

Thus, the main elements of reforming the Student Assessment System should be an update of the mission and clarity of assessment goals, consideration of assessment criteria and quality assessment tools, systematic support for teachers, a standardized reporting mechanism and monitoring of the quality of Education.

The method of formative assessment fully coincides with the ideas of the Kazakh classic MagzhanZhumabayev: "do not let the child think that if I study well, I will receive praise, gifts from the mullah, if I study badly, I will be beaten by the mullah, I will hear a fight. If so, the child's business is spent on it and does not listen with sincere enthusiasm to learn the lesson that the teacher gives" [9, p. 192].

The assessment system should focus on the value of the process of acquiring knowledge and skills, and not on memorizing the educational material only "for" and "before" the moment of receipt. According to the American psychologist Alfie Cohn, teachers and parents who are really interested in their children's education should do their best to help them forget about the existence of grades as soon as possible [8]. The goals and expected results of training in training programs determine the practical content of the assessment.

The process of formative assessment is not standardized, that is, each teacher independently establishes, builds and assumes responsibility for the results of their experience in relation to formative assessment.

When organizing a formative assessment, teachers are recommended to determine the following:

1. What should be evaluated? What knowledge and skills require evaluation and analysis?
2. How should the assessment be carried out? What methods can be used?
3. What results can be achieved in the evaluation results?
4. Under what conditions can these results be used by teachers, students, parents, etc.?

At the initial stage of the implementation of the formative assessment, teachers are recommended to analyse the results of students based on the results of the control, give feedback in the form of a journal, diary, etc. Despite the fact that students have a factor of anxiety during the aggregate assessment, world theory and practice have found that this type of assessment has a positive effect on learning outcomes. Crooks, for example, explains the benefits of aggregate estimation by three factors [10, p. 438]. Firstly, the final assessment requires students to review, re-read, summarize the material. Secondly, the experience of assessment forces students to mentally process the content, although this also largely depends on the quality of the test questions. Third, the test directs students to focus on the topics and skills evaluated in their studies, which in itself affects the student's performance.

Summary assessment is carried out by setting points and grades in order to obtain information about the progress of a student who has completed sections (common topics and a



specific period of study) of the curriculum (quarter, academic year, level of Secondary Education). When a section of the discipline is completed, tasks based on the learning goals of the same section are completed, and scores are given in points. The execution time is given 15-20 minutes. After the summary assessment of the department, a rubric is sent to the parent about the level of the student, through which the child can monitor, track knowledge of the department. The quarterly summary assessment provides for the implementation of the training goal of the departments. The execution time is 45 minutes. The assessment will be in an accessible, clear and transparent way. It creates the opportunity to provide the necessary information in a timely manner, develops the discipline of self-regulation of students, and increases the responsibility of participants in the process. The quarterly summary assessment provides evidence of knowledge, understanding, skills of the curriculum content, and measures progress in quarterly learning.

Formative assessment and summative assessment are used in all disciplines. The results of formative assessments and summative assessments are used by teachers for planning the educational process, for improving and reflecting their experience in teaching, as well as for informing students, their parents and education authorities. The criterion-based assessment system is used in such developed countries as Singapore, Japan, France, and the Philippines. In the integrated educational program, the subject of the Kazakh language is also different. The program is aimed at improving the student's four language skills: listening, pronunciation, reading, writing. These four skills are placed in the curriculum by the "scroll method" and are closely related to each other. From the simplest to the most complex, the development and development of the scroll takes place only in the spoken language, the skills of creating complex texts are strengthened, and language competencies are strengthened.

All over the world, the question of what education systems will give to future generations is being revised. Within the framework of this issue, the question "What should be taught for children to be successful in the XXI century?" and "what are the most effective teaching methods?" the main questions arise. These questions are closely related to the curriculum and pedagogical methods used in the implementation of the curriculum.

The goal of modern schools is to create a system of knowledge that meets the individual's own knowledge, interests and capabilities, is ready for intelligent creative work, creates conditions for the implementation of his business, meets the needs of knowledge. According to the requirements of the new time, there is a need for people who can communicate with the opposite, do things together, and lend a hand to another. That is, in accordance with the needs of society, it was necessary to introduce group work in the lessons. That is, the role of the education system began to change. We all know that we have begun to move to new approaches to world-class programs.

The Cambridge program is one of the seven modules that have achieved the highest level in the world in secondary education. This program is based on the theory of constructive learning, based on new teaching methods. Teamwork plays a special role in the practical implementation of this theory of constructive learning. The English scientist Mercer argues that only in the process of developing skills in a group of peers, such as interaction, respect, organization, and assistance to each other, group work is effectively organized. That is, as the English scientist J. Piaget said, "human consciousness develops only in communication with other people, and only communication actions lead us to a new understanding." And communication means adapting ourselves to others [11, p. 22].

Group work creates a collective feeling in students, shows that joint work is an interesting and attractive activity, and increases motivation for classes. Dialogue communication plays a special role in organizing group work in the lessons of the Kazakh language and literature. Students learn through the formation of understanding and skills using the method of dialogue, for example, through discussion, debate, cooperation, joint creation of knowledge. In the course of group work, students with high levels of knowledge, cognitive abilities express their ideas theoretically, and



students with low abilities contribute to writing and formalization. During the work, active, well-read Students advise in their groups, distribute tasks and monitor the attendance of all students. At the same time, in the lessons of the Kazakh language and literature, activity in group work is very well reflected in solving various situational situations, in such works as showing scenes based on works of art.

Every student has talent and abilities. We, teachers, must notice these abilities and opportunities in a timely manner, create favourable conditions and reveal them. To organize effective work within the group, an effective dialogue should be taken as a basis.

The authors think that the teacher's skills and abilities are combined in the formation of a person who can get high-quality knowledge, freely express thoughts, prove opinions, and use them in life. Therefore, it is important to make changes in teaching and learning, to use group work in the lessons of the Kazakh language and literature to promote the formation of a person with deep knowledge and high taste. Division into groups will necessarily be associated with the topic. This approach first leads and helps students to work together, to be organized, to teach each other. This method also encourages students to learn from each other and express themselves freely. The authors believe that group work is very effective in Kazakh language lessons. In group work, everyone is busy, someone draws, someone speaks, someone is looking for details. Students form questions in groups. Helps to reveal students from all sides, to notice the peculiarity of the behavior of each [12, p. 39]. They were able to argue, listen to each other's answers, work freely, listen carefully to each other in proving their work, consolidate the knowledge gained.

Conclusion

Creativity and research of the teacher when drawing up a plan for the lesson are most required. As a result of such creativity and search, it opens the way for a high-quality and successful study of students. The use of pair work in the lesson allows you to reveal the essence of a new topic, express your own opinion and point of view. By talking in pairs, students are somewhat helped by what the student wants to say, what thoughts he adds. There is a lot of innovation in education with updated content. The main thing is to be able to apply the acquired knowledge in everyday life, that is, to form functional literacy. This is especially useful for us, who cannot combine their science and knowledge with their lives.

In conclusion, the updated content of education is a comprehensive system of work that guides the future of younger generation to become a conscious and high-quality person who can critically approach a particular problem in society, have their own opinion, set goals, apply the knowledge gained.

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ЖАҢАРТЫЛҒАН БІЛІМ БЕРУ ЖҮЙЕСІНІҢ БАСТЫ СИПАТЫ ЖӘНЕ ЖАҢАША БАҒЫТТАРЫ

Аңдатпа. Бұл мақалада білім беру мазмұнын жаңартумен, критериалды бағалау жүйесін енгізумен және оқыту әдістері мен түрлі құралдарын қолданудың тиімділігін арттырумен қатар білім беру бағдарламасының негізгі мақсаты туралы айтылады. Білім беру мазмұнын жаңарту білім берудегі заманауи үрдістер мен қазақстандық білім берудің үздік тәжірибелерін біріктіруге бағытталған. Ұлттық және жалпыадамзаттық құндылықтарды сіңірген, кез келген өмірлік жағдайда функционалды сауаттылық пен бәсекеге қабілеттілікті көрсете алатын тұлғаның үйлесімді қалыптасуы мен зияткерлік дамуына ықпал ететін білім беру ортасын құру - жаңартылған білім беру мазмұнын енгізудің нәтижесі. Жүргізілген зерттеу негізінде авторлар қазақстандық білім беруді жаңғырту міндеттері, оның ішінде білім беру сапасын арттыруға құзыреттілік тәсілді енгізу қажеттілігі жеке тұлғаның қажеттіліктерін, сондай-ақ қоғамдастықтың қажеттіліктерін ескеретінін анықтады.

Кілт сөздер: сындарлы оқыту; тұлға; функционалды сауаттылық; критерий; дескриптор; ақпараттық-коммуникациялық технологиялар.

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ГЛАВНАЯ ХАРАКТЕРИСТИКА ОБНОВЛЕННОЙ СИСТЕМЫ ОБРАЗОВАНИЯ И НОВЫЕ НАПРАВЛЕНИЯ

Аннотация. В этой статье речь пойдет об основной цели образовательной программы наряду с обновлением содержания образования, внедрением системы критериального оценивания и повышением эффективности использования методов и различных средств обучения. Обновление содержания образования направлено на интеграцию современных тенденций в образовании и лучших практик казахстанского образования. Создание образовательной среды, способствующей гармоничному формированию и интеллектуальному развитию личности, впитавшей национальные и общечеловеческие ценности, способной продемонстрировать функциональную грамотность и конкурентоспособность в любой жизненной ситуации - результат внедрения обновленного содержания образования. На основе проведенного исследования авторы определили, что задачи модернизации казахстанского образования, в том числе необходимость внедрения компетентностного подхода к повышению качества образования, учитывают потребности личности, а также потребности сообщества.

Ключевые слова: конструктивное обучение; личность; функциональная грамотность; критерий; дескриптор; информационно-коммуникационные технологии.