



New Trends and Issues Proceedings on Humanities and Social Sciences



Issue 5 (2016) 238-242

Selected paper of 4th Cyprus International Conference on Educational Research (CYICER-2015) March 19 – 21, 2015, Girne American University in Kyrenia, CYPRUS

New approaches to the content of philological higher education

Sholpan Zharkynbekova^{a*}, L.N. Gumilyov Eurasian National University, Mirzoyan Street 2, Astana, 010008 Republic Kazakhstan

Marzhan Akhmetova^b, L.N. Gumilyov Eurasian National University, Mirzoyan Street 2, Astana, 010008 Republic Kazakhstan

Gulmira Abdimaulen^c, L.N. Gumilyov Eurasian National University, Mirzoyan Street 2, Astana, 010008 Republic Kazakhstan

Zhanna Kuzar^c, L.N. Gumilyov Eurasian National University, Mirzoyan Street 2, Astana, 010008 Republic Kazakhstan

Suggested Citation:

Zharkynbekova, S., Akhmetova, M., Abdimaulen, G. & Kuzar, Z. (2016). New approaches to the content of philological higher education. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 5, pp 238-242. Available from: www.prosoc.eu

Selection and peer review under responsibility of Assoc. Prof. Dr. Cigdem Hursen, Near East University
©2016 SciencePark Research, Organization & Counseling. All rights reserved.

Abstract

The accelerated pace of political, socio-economic and technological development requires qualitative changes in the education sector. Today is an issue about the need to train highly qualified personnel that meet the requirements of the XXI century, integrates education and scientific knowledge. Therefore, the improvement of philological education will require an integrated system of study and practical issues of philology development, their consideration in the new aspects of the humanities, which imply an active search for specific mechanisms and methods for their compatibility in line with global trends in the development and preservation of national priorities. Development of scientific research in the context of world philology allows researchers to solve essential linguistic, literary, scientific and methodological problems. Developed in the field of philology education programs should be aimed at creating a scientific and educational environment of a new type to improve the quality of philological research and learning languages. Its main substantive areas are to promote the growth of scientific and educational potential of philological and associated sciences in a single information space, creation and modernization of modern quality management systems, new educational programs and learning technologies, integration of education, science and innovation. Further improvement of philology education is a major problem, the solution of which depends largely on the development of philology, the degree of relevance of society, finally, the optimal solution to the problems of higher philological education.

* ADDRESS FOR CORRESPONDENCE: **Sholpan Zharkynbekova**, L.N. Gumilyov Eurasian National University, Mirzoyan Street 2, Astana, 010008 Republic Kazakhstan
E-mail address: zsholpan@rumbler.ru / Tel.: +8-7172-709-500

Keywords: Multilingualism, language policy, identity, language situation, language modernization

1. Introduction

The speedy step of political, socio-economic, and technical development demands qualitative changes such as the preparation of high-qualified personnel that are integrated with education and scientific knowledge and capable of measuring up to the requirements of the XXI century.

The new approaches of training philologists are caused by a number of important factors as the general tendencies which connected with the changes of political system and the condition of society. Emergence of new information technologies, globalization processes – in other words, with the general tendencies of development of a civilization. Some of them are:

2. Theoretical basis and results

2.1. Relation to humanitarian specialties

The changes of valuable priorities during the post-soviet society affected the attitude of many humanitarian specialties, consequently, philological, historical, and philosophical and other educational branches became less prestigious.

Certainly, the requirement of teachers to school is high but today not all of them wish to work at school, however at the same time aspire to apply for interesting and well-paid occupations. The results of surveys conducted by the Kazakhstani sociologists show that school seniors consider professions which possess the special importance in the conditions of market economy to be the most prestigious. Choosing the profession, they concentrate on its anticipated prospects.

The following criteria are found to be the main source of their motivation:

- considerable income-41.0%
- favourite activity-26,1%
- stable and serene life-26,0%
- fruitful work-17,3%
- social status-17.1%
- philanthropical bases-16,3% (Teslenko Page 46-62.).

Undoubtedly, traditional understanding of sphere of the philologist as "the school, higher education, institution of scientific research" for separate specialties, unfortunately, philologist aren't associated neither with the high income, nor with the prestige of activity fields. Specialists note that philological faculties were in this case dependent on the general falling of youth's interest, firstly to science, and the next secondly, to professional realization within the budgetary sphere of the economy which is initially losing on salary level to the sphere of private business (Kovtun & Rodionova 2006). The majority part of the university graduates who received the direction to rural schools don't remain at them to work due to housing and household problems.

These days, the next areas are needed a thorough consideration:

- the significance of philology as the direction and philological specialties among the other fields of education; the profession (qualification) received by the graduate among other professions;
- the value and future application of acquired philological knowledge.

The results of annual experiments show the role of philologists in the market requirement. It is important to establish and develop the close contacts between the higher educational institutions and departments. It is important to pay attention to official agreements and contracts in which the list of

experts necessary for them would make a reservation, to check the level of their preparation, to solve a problem of the existing disproportions and mutual misunderstandings between participants of educational process and professional activity of graduates of higher educational institutions in Kazakhstan.

Training the philologist of the XXI century is accepted the knowledge and the idea of world philological science. And its last achievement is to be able to think creatively and be integrated into world educational space for increase of labor market, prestigiousness and attentiveness.

2.2. Transformation and the shift area of scientific interests of philology (tendency development of philological paradigm)

Nowadays the philology is characterized by the expansion of research setbacks, development of interdisciplinary, boundary and applied researches. The main qualitative traits of modern philology are its systematization, anthropocentricity, dynamism, tolerance and practical orientation. The modern aspects of development of basic and applied scientific researchers are carried out in the linguistic and literary directions. They find application in various branches of the humanity in general. Therefore, the improvement of philological education assumes the needs of complete system in studying philological issues and their practical development; take their considerations in new aspects of the humanitarian science, which assumes active search of real mechanisms and the ways of their compatibility according to the world tendencies of development and preservation of national priorities.

It's true that Kazakhstani scientists-philologists actively support close connections with philological science of other countries. Development of scientific researches in the context of world philology allows scientists to avoid huge linguistic, literary criticism and methodical drawbacks.

2.3. Formation of the social order in relation to philological preparation

Demand for graduates of philological specialties significantly changed: besides educational institutions, many large companies, banks, tourist companies, embassies and other places demand philologists where they can train the employees for culture of business communication, fundamentals of speech etiquette and speech image, and the system of office-work. Currently, the role of philological consultation and experiments, business eloquence and the business letter have to be considered as applied branches of philological knowledge. Law system, advertizing, marketing, office-work, public relations, political consultations are as active appendix of philological knowledge.

Expansion of applied branches of philological knowledge assumes wider formation and versatile competences defining the borders of knowledge and the spheres of future professional actions. Thus in the list of requirements of the university graduates prepared for this field of activity are considered both professional skills of graduates, and the purview, creative abilities, independence in decision-making and others necessary in the practical work of quality. It means that, having coordinated efforts of high education institutions and labor market, it is necessary to reconsider and accurately to define a set of competences of alleged graduates which will influence the content of educational programs and state educational standards in the respective philological directions.

2.4. Improvement of selection and content of disciplines

The changed social terms dictate the selection and content of the disciplines defining educational programs of the philological direction.

The mechanism of formation of the training content in separately taken modular educational program is provided in accordance with several important factors: real needs of labor market of the given area for qualified personnel of the corresponding profile, real opportunities of a higher

educational institution to provide a qualitative preparation on the chosen profile (existence of the highly professional of educational personnel, the corresponding material base) etc.

The basic requirements reflected in the principles of Bologna Process assume a combination of two more or less equivalent and harmoniously balanced parts. One of which makes fundamental preparation and the second is a profile training which has to train the student for the most favorable professional realization in market conditions.

The basic principle which defines the essence of philological preparation at the present stage is the principle of variability assuming an essential share of specialization, that is to say a huge variability of courses and an individualization of educational trajectory of each student.

The algorithm of development of a modular educational program has to be made taking into account the development of those competences which are reflected in state standards. The meaning of competence in this case is a set of knowledge, capabilities, skills and ways of activity, and also the valuable orientations of students which are formed as a result of studying any subject by them.

If the list of basic general professional competences is accurately registered in educational programs, the following step is the definition of those disciplines and the practice, etc. which will work for the formation of these competences.

The new foreshortening in an educational complex is given by the issues of the integrated character which are closely connected with other sciences (political science, law, philosophy, ecology, etc). It is modern methodological providing for realization of writing of textbooks and manuals of new generation. For example, development of such scientific and educational courses as "Political linguistics" ("Kazakh political linguistics"), "Legal linguistics" ("Kazakh law linguistics"), "Ecological linguistics" ("Kazakh ecological linguistics"), developed taking into account the Kazakhstani reality for the creation of educational programs for the main modules of philological specialties. For Kazakhstani higher education students will create prerequisites for technological decisions on creation and introduction of new Kazakhstan linguistic disciplines taking into account national and mental features. The content of similar disciplines reflects integration of a set of approaches and the directions in research, for the purpose of their introduction in educational process on philological specialties of higher educational institutions of the Republic of Kazakhstan. Development of these disciplines will allow the graduate to gain the competences demanded in various professional branches of a modern communicativistics.

First of all, all disciplines have to be directed to the development of those competences which are reflected in state standards. Consequently, if we accurately register the list of basic general professional competences, we have to define, which disciplines and practices will work for the formation of these competences.

It is necessary to confirm convincingly legitimacy of each discipline, and the quantity of the credits which is taken away on it. This will lead students to comprehend the necessity of studying some disciplines for several semesters. The structure and content of similar courses need to be developed and discussed seriously. First of all, there has to be logic in their selection, but not desire of teachers to perfect the scientific concepts, often the highly specialized. It is important to strengthen development and such types of elective courses which train the student mainly for future practical activities.

The introduction of new courses will allow achieving the objectives on modernization of educational process in the field of philology, to creation of the new directions in the Kazakhstani philology.

Here it is essential to mention the reorganization of the teaching: computer technologies, multimedia products covering a huge number of audio and video information. Certainly, it assumes

the changes in the form of education. On the other hand, the modern teacher's knowledge should not be in one level all the time. He has to be the expert possessing the high level of competence not only of the specialty, but also the adequate knowledge to a current state of information technology. It means that teacher has to be able to adapt to quickly changing situation in new information space.

2.5. Orientation to multilingualism

The changes in the language policy of the country reflected in the State program of development and functioning of languages for 2011-2020, one of which strategic tasks is orientation to multilingualism.

One of effective solutions of the tasks shown in this program is expansion of volume of the credits for studying state, Russian and foreign languages in all specialties of a bachelor degree (it is about such disciplines as "Professional Kazakh (Russian)" also "Professional-orientated foreign language").

Fluent foreign language skills become not addition to the higher education, instead an obligatory components of the expert. We will notice that to the main positive tendencies defining a current state of the philological education in Kazakhstan, and an indirect indicator of its demand is possible to refer steady interest of entrants on specialty of the philological direction with foreign language training.

3. Conclusion

Thus, all programs developed in the field of philological education have to be directed to the formation of scientific and educational environments for improvement of quality of philological researches and studying languages. Its main substantial directions concern the stimulation of scientific growth and educational potential of the philological and interfaced to them sciences in a common information space, creation and modernization of modern control systems of quality, new educational programs and technologies of training, integration of education, science and innovative activity.

Further improvement of philological education represents the major task which its accomplishment depends on the development of philological sciences, their demand by society, and finally an alternative solution of higher philological education issues.

References

- Kovtun, E.N. & Rodionova, S.E. (2006). Why to be the philologist today? Presentation appeal of philological education. (Electronic resource). Accessed: http://www.philol.msu.ru~umo/Sovet.files/novosti/statia_prezent2.htm
- State program of the development of education of the Republic of Kazakhstan for 2011-2020. (Electronic resource). Accessed: http://www.edu.gov.kz/ru/zakonodatelstvo/gosudarstvennaja_programma_razvitija_obrazovanijag_osudarstvennaja_programma_razvitija_obrazovanija_respubliki_kazakhstan_na_2011_2020_god/
- Teslenko, A.N. (2012). Valuable and motivational reference points of future students of the Kazakhstan higher education institutions//Scientific dialogue. Pedagogics. *Psychology*. Release 1. Page 46-62.