

Tussupova A.¹, Baitukayeva A.², Smagulova A.³

¹candidate of philological sciences, associate professor, Central Asian University, Kazakhstan, Almaty, e-mail: a.tussupova@mail.ru

²candidate of pedagogical sciences, professor, e-mail: altynay.baitukayeva@mail.ru

³candidate of philological sciences, associate professor, e-mail: aigerim_0715@mail.ru
al-Farabi Kazakh National University, Kazakhstan, Almaty

THE ROLE OF SELF-EDUCATION IN DISTANCE LEARNING

In the modern fast-changing world, the education system has to meet numerous challenges of time. New approaches to modernization of the Kazakhstani education system, introduction of the new generation standards determine priority goals and objectives whose solution demands high level of education quality. Today the society is interested in graduates with developed cognitive needs aimed at self-education and self-development, being able to operate the knowledge got, to orientate in the modern information space. Self-education of the student's personality, as an independent direction of pedagogical research, emerged in the science comparatively recently. The term 'self-education' is met frequently in studies and scientific pedagogical publications, but a uniform approach to the studied problem has not been designated in the science yet. Taking into account new position of students as subjects of education, higher education institutions are rebuilding the status of their purposefully organized independent work, perfecting its normative and legal and information bases. One of the directions of its development is the distant form of education, based upon self-education. We understand self-education of students as activity aimed at achievement of certain educational goals: satisfaction of professional requests, gaining new knowledge, continuous professional education, owing to which knowledge is actualized and expanded. The most important in the structure of self-education of students is a motivation component, which includes: professional interest, strive to self-perfecting. In the process of distant education, certain relations of educational character arise, which are the very catalyzer of self-development processes. Self-education becomes an individual and social value, provides mobility and wide opportunities to the youth in the educational sphere. Introduction of distant education as a means of realization of individual educational trajectories of students is an important tendency of development of the Kazakhstani educational system. The article gives arguments in favor of the necessity of formation of skills and abilities of self-education for efficient realization of distant education.

Key words: self-education, distant education, educational process, pedagogical support, independent work.

Тусупова А.¹, Байтукаева А.², Смагулова А.³

¹филология ғылымдарының кандидаты, Орталық Азия Университеті, Қазақстан, Алматы қ., e-mail: a.tussupova@mail.ru

²педагогика ғылымдарының кандидаты, профессор, e-mail: altynay.baitukayeva@mail.ru

³филология ғылымдарының кандидаты, доцент, e-mail: aigerim_0715@mail.ru,
әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ.

Қашықтықтан оқудағы өз бетінше білім алудың рөлі

Қазіргі тез өзгермелі әлемде білім беру жүйесі заманның көптеген сын-тегеуріндеріне төтеп беруге мәжбүр. Қазақстандық білім беруді жаңғыртудың жаңа тәсілдемелері, жаңа ұрпақ стандарттарын ендіру басым мақсаттар мен міндеттерді анықтайды, ал оларды шешу білім берудің жоғары деңгейлі сапасын талап етеді. Бүгінгі күні қоғам танымдық қажеттіліктері дамыған, өз бетінше білім алуды және өздігінен дамуды мақсат тұтқан, алған білімдерді пайдалана алатын, заманауи ақпараттық кеңістікте бейімделе алатын түлектерге мүдделі. Педагогикалық зерттеулердің дербес тәуелсіз бағыты ретінде студенттің жеке тұлғасының

өз бетінше білім алуы ғылымда біршама жақында ғана пайда болды. «Өз бетінше білім алу» термині зерттеулер мен ғылыми-педагогикалық жарияланымдарда жиі кездеседі, бірақ ғылымда зерттеліп отырған мәселеге бірыңғай тәсілдеме әлі анықталған жоқ. Студенттердің білім берудің субъектілері ретіндегі жаңа жағдайын ескере отырып, жоғары оқу орындары олардың нысаналы ұйымдастырылған өзіндік жұмысының мәртебесін қайта құрып, оның нормативтік-құқықтық және ақпараттық базасын жетілдіруде. Оны дамытудың бағыттарының бірі қашықтықтан оқу нысаны болып табылады, оның негізін өз бетінше білім алу құрады. Студенттердің өз бетінше білім алуы деп біз белгілі бір жеке тұлғалық және қоғамдық маңызды білім мақсаттарына қол жеткізуге бағытталған қызметті түсінеміз: кәсіби тілектерді қанағаттандыру, жаңа білім алу, кәсіби білімді үздіксіз жалғастыру, соның арқасында білімнің өзектілігі артып, ол кеңейе түседі. Студенттердің өз бетінше білім алу құрылымында уәждемелік құрауыш ең маңызды нәрсе, ол мыналарды қамтиды: кәсіби мүдде, өзін-өзі жетілдіруге талпыныс. Қашықтықтан оқу үрдісінде тәрбие сипатындағы белгілі бір қарым-қатынастар пайда болып, солар өздігінен даму үрдістерін үдеткіш болып табылады. Өз бетінше білім алу жеке және қоғамдық құндылық болып табылады, жастардың жұмылғыштығы және білім беру саласындағы зор мүмкіндіктерін қамтамасыз етеді. Студенттердің жеке білім алу жолдарын жүзеге асыру құралы ретінде қашықтықтан білім алуды ендіру Қазақстанның білім беру жүйесін дамытудың маңызды беталысы болып табылады. Мақалада қашықтықтан оқуды тиімді жүзеге асыру үшін негіз ретінде өз бетінше білім алудың ептілігі мен дағдыларын қалыптастыру қажеттілігінің пайдасына дәлелдер келтірілген.

Түйін сөздер: өз бетінше білім алу, қашықтықтан оқу, оқу үрдісі, педагогикалық қолдау, өзіндік жұмыс.

Тусупова А.¹, Байтукаева А.², Смагулова А.³

¹кандидат филологических наук, доцент, Центрально-Азиатский университет, Казахстан, г. Алматы, e-mail: a.tussupova@mail.ru

²кандидат педагогических наук, и.о. профессора, e-mail: altynay.baitukayeva@mail.ru

³кандидат филологических наук, доцент, e-mail: aigerim_0715@mail.ru

Казахский национальный университет им. аль-Фараби, Казахстан, г. Алматы

Роль самообразования в дистанционном обучении

В современном быстро меняющемся мире системе образования приходится отвечать на многочисленные вызовы времени. Новые подходы к модернизации казахстанского образования, внедрение стандартов нового поколения определяют приоритетные цели и задачи, решение которых требует высокого уровня качества образования. Сегодня общество заинтересовано в выпускниках с развитыми познавательными потребностями, нацеленных на самообразование и саморазвитие, умеющих оперировать полученными знаниями, ориентироваться в современном информационном пространстве. Самообразование личности студента как самостоятельное независимое направление педагогических исследований появилось в науке сравнительно недавно. Термин «самообразование» встречается в исследованиях и научно-педагогических публикациях часто, но в науке еще не определен единый подход к исследуемой проблеме. Учитывая новое положение студентов как субъектов образования, вузы перестраивают статус их целенаправленно организованной самостоятельной работы, совершенствуя ее нормативно-правовую и информационную базы. Одним из направлений ее развития является дистанционная форма обучения, в основе которой лежит самообразование. Под самообразованием студентов мы понимаем деятельность, направленную на достижение определенных образовательных целей: удовлетворение профессиональных запросов, приобретение новых знаний, непрерывное продолжение профессионального образования, благодаря которому актуализируются и расширяются знания. Наиболее важным в структуре самообразования студентов является мотивационный компонент, который включает профессиональный интерес, стремление к самосовершенствованию. В процессе дистанционного обучения возникают определенные отношения воспитательного характера, которые и являются катализатором процессов саморазвития. Самообразование становится индивидуальной и общественной ценностью, обеспечивает мобильность и широкие возможности молодежи в образовательной сфере. Внедрение дистанционного образования как средства реализации индивидуальных образовательных траекторий студентов является важной тенденцией развития образовательной системы Казахстана. В статье приведены аргументы в пользу необходимости формирования умений и навыков самообразования как основы для эффективной реализации дистанционного обучения.

Ключевые слова: самообразование, дистанционное обучение, учебный процесс, педагогическая поддержка, самостоятельная работа.

Introduction

The humankind came into the XXI century. The world changes its attitude to all kinds of education, including to the distant one. In the system of education, the paradigm of the end educational goal changes: 'from the specialist-performer' to the competent 'professional-researcher' (Рабаданова А., 2017:108). The modern labor market, keenly reacting to educational, social, political, economic, and any other factors of the social realm, imposes new and more stringent requirements to the quality of professional instruction of future specialists of all directions, actualizes the problem of formation of students' self-education skills and abilities. Understanding that the most important value and the main capital of the present-day society is the educated person, who is able to learn further, to independently master new knowledge, grows stronger and stronger. It explains great attention in the society to the problem of self-education.

Owing to the modern technological revolution, the sustainable tendency of generation of the information society is viewed. In such society, the main source of productive forces development is knowledge generation technologies, which to a significant degree strengthens the need and the significance of self-education. Generation of the information epoch in a new way determines the meaning and the significance of self-education. Today, information is more accessible and permits to increase many times efficiency of education, and also facilitates multilateral development of the student's personality. Respectively, one of the most important characteristics of the modern personality is ability of self-education (Шерстобитова, 2011:341). Self-education becomes individual and social value; it provides mobility and wide opportunities of the youth in the educational sphere. The strategic goal of the state policy in the area of education is to increase of accessibility of education meeting the requirements of the modernized economy. Modern higher education institutions face the necessity to provide high quality educational results owing to the internal reserves, which is possible only with active introduction of modern pedagogical technologies, realizing competence and module approaches, with change of technological support of educational process organization, creation of conditions for self-education of the person, creative use of knowledge got, and readiness to self-development through perfection of key professional competencies.

The universally recognized method of modernization of educational institutions is innovation. The

object of pedagogical innovation is the process of appearance, development, and assimilation of innovations in education leading to progressive changes of the quality of education. Innovations are understood as purposeful changes bringing new elements in education. Education is considered as socially, culturally, and personally determined educational activity, subjects of such activity are included in. In any pedagogical innovation, the object of study is changes in educational processes of concrete people – pupils, students, and specialists. It is the main requirement of pedagogical innovativeness in its humanistic understanding (Хуропской, 2010:14). Innovation education is oriented not so much on transfer of knowledge, which goes out of date continuously, as on mastering professional competences, permitting as necessary to gain knowledge independently. Strengthening of significance of self-education is determined by the tendency of modernization of the education system, according to which the teacher performs more functions of an organizer of independent active cognitive activity of the student, a competent consultant, and an assistant.

The modern pedagogical technology is a well-thought-out in all details model of joint learning and teaching activity on projecting, organization, and carrying on of educational process with definitive provision of comfort conditions for students and teachers. New educational technologies offer innovation models of building-up such educational process where interrelated activity of the teacher and the student aimed at solution of both educational and practically significant objective is brought to the forefront. It does not conflict with the creative processes of personal perfecting, since each of pedagogical technologies has its own zone the personal development comes to pass within. Self-education of the student's personality, as independent direction of pedagogical research occurred in the science comparatively recently. In these latter days, multidimensionality of methodological approaches to substantiation of the essential nature of the phenomenon of 'self-education' is seen. It gives evidence that solution of this problem is on the stage of search. The term 'self-education' is often met in researches and scientific and pedagogical publications, but the uniform approach to the studied problem has not been elaborated in the science yet. Taking into consideration this new position of students as subjects of education, higher education institutions rebuild the status of their purposefully organized independent work, perfecting its normative-legal and information base. One of the directions of its development is distant form of education based upon self-education.

There exist up to dozen definitions of the term of 'distant education' (DE): from simple, like: distant education (DE) is 'education with the use of ICT' to taking into account of essential peculiarities of the process: «Distant education, in a general case, is a purposeful, specially organized process of interaction of the student with the teacher, with information and communication technologies (ICT) and among themselves» (Андреев,2013:14). At the same time, use of information technologies in the modern forms of education increases the share of self-education, which is the most brightly manifested in distant education. The main content of self-education is perfection of students' knowledge, formation of their skills and abilities with the purpose of achievement of the desired level of professional competence. Use of new technologies in education permits to consider the student as a central figure of the educational process and leads to the change of relations of its subjects. At that, the teacher stops being the main source of information and takes up the position of a person organizing independent activity of the student learning distantly. His/her principal role now consists of identification of objectives of education, organization of conditions necessary for successful solution of educational tasks.

Methods

Choice of research methods is determined with the activity approach and the character of research tasks: historical and pedagogical analysis of the phenomenon of self-education; study of the modern state of self-education of students in universities; theoretical analysis; study and analysis of university curriculums for students who study distantly; interviewing, conversation. With the purpose of approbation of methods of approach to self-education, we have carried out a pilot investigation among students studying distantly (second higher education). As the results of the investigation showed, the principal determinants of self-education activity are: need in professional perfection (deepening of knowledge in the area of the chosen profession), and need in self-education as the method of personal self-realization.

Discussion

Among mechanisms discussed in the theory of pedagogics most frequently and methods to provide opportunities in self-education of the person, such phenomenon as pedagogical support stands out. It is considered as a part of education. At that, it is noted that pedagogical support provides individualization

of education, the process of successful advancement in teaching, in differential education. Pedagogical support demands readiness to cooperation of all subjects of pedagogical activity. Realization of such relations is possible only in the humanistic education paradigm. At that, specialists note that correctly organized pedagogical support builds-up special creative atmosphere (Жампейсова,2017:3), including in case of distant education. In the process of distant education, certain relations of educative character arise, which are catalyzer of processes of self-development. Self-education is possible and is realized only in the regime of dialogue, in the process of continuous interaction, informational, active interchange of the subject of self-education activity with his/her own environment (Шуклина,2000:117).

The social and historic experience of self-education is the richest collection of theoretically and empirically obtained information. As a pedagogical category, self-education is purposeful work of the human on expansion and deepening of his/her knowledge, perfection of existing and acquisition of new skills and abilities. As a process, self-education is a sequence of stages, conditioned by cause-and-effect relations, of search of new information (knowledge), assimilation and understanding of information with the purpose of achievement of the desired result in the form of practical application of the assimilated material in the life-sustaining activity (Гупалов,2013:165).

High rates of scientific and technical progress in different branches of science suggest that a future specialist has formed knowledge, skills, and abilities, is determined to achieve high results and has strife to continuous self-perfection. The idea of self-perfection is the backbone one in many modern conceptions. In reports of the UNESCO, the strategy of 'education through all life' is noted as the priority task of the modern policy, which is realized through self-education (LFF,2012:10). The concept of '*lifelong learning*' assumes that the education system shall cover people regardless of their age and national identity, and at that provide them with opportunities and conditions for development of any acceptable educational preferences and interests (Бекоева,2017).The '*Lifelong Learning*' System of Education and Advanced Training develops skills and abilities of self-education, and contributes to capitalization of the human resource.

The analysis of psychological and pedagogical literature on the problem of personal self-education shows that there are various approaches to interpretation of this phenomenon. Self-education, most often, is considered as the strive to self-esteem and

self-realization of the person (Еременко,2009:9). The process of self-education can be logically characterized as readiness of the student to professional self-determination, to use of his/her abilities and talents in educational and scientific activity.

Self-education of students develops the ability to independently organize their activity on new knowledge acquisition. Self-education as the process of continuous self-development and self-upbringing supposes different educational activity. The most significant in the structure of students' self-education is a motivation component, which includes: professional interest and aspiration to self-perfection.

Self-education of future specialists is the activity aimed at achievement of personally significant educational objectives: satisfaction of professional needs, uninterrupted continuation of professional education, owing to which knowledge is actualized and expanded. Personal and professional growth directly depends on the process of self-education (Фатиева ,2005:339).

Results

Major task of modern education is to actively involve students in self-education process. A successful learner in the modern society should be able to integrate knowledge from different sources, educate and self-educate throughout the life in order to be competitive in an increasingly globalized labor market (Sagitova,2014:272). The analysis of foreign literature on distance education and online teaching (Lien,2012:471), (Driscoll,2012:312) (Berk,2012:98), (Artino,2010:272) shows that at the present time, the experience of realization of distant education (DE) systems has been accumulated in the whole world. On the whole, the world tendency of transfer to non-traditional forms of education is seen in growth of the number of higher education institutions that carry on training in new information technologies. Thus, the National University of Technology in the USA, as recently as in the early 90th, started students' training with the use of distant methods to prepare them for the Master's Degree. For more than 20 years, National University of Distant Education (UNED) functions in Spain. The National Center of DE in France provides distant education of users in 120 countries of the world. Since the 70th in Finland, 10 universities have created DE Centers. DE is developed in some other regions of the world. One can give the following examples of mega-universities developing DE: Chinese TV University (China), the National Open Indira Gandhi

University (India), The Korean National Open University (Korea), etc. (Андреев ,1999:10).

Kazakhstani universities provide a wide range of choice in mastering educational programs distantly. It is said in the Message of the President of Kazakhstan N. Nazarbayev (14.12.2012) «*Strategy «Kazakhstan – 2050»: New Political Course of the Actualized State* to the people of Kazakhstan: «We must intensively introduce innovation methods, solutions, and instruments to the national education system, including distant education and education in the online regime, easy to access for all those who desire».

Introduction of efficient systems of distant education into the higher education system of the Republic of Kazakhstan creates conditions of social accessibility of high quality education for significant part of the population, facilitates solution of the problem of education for people who because of different reasons cannot use full-time education services. Modernization of the higher education system of Kazakhstan is called to provide the needs of the population in acquisition of knowledge and abilities demanded by the developing economy. Distant education belongs to new educational services. A modern student assimilates 20% of what he/she sees, 50% of what he/she sees and hears, and 70% of information obtained independently. The main principle – self-education – is laid in the foundation of the distant form of higher education acquisition (Леонов, 2013:486).

One of the priority directions of development of the educational system of Kazakhstan is introduction of distant education as the means of realization of individual educational trajectories of students. Teachers leading distant education develop the educational and methodic complex of their courses. Elaboration of the educational and methodic complex is realized according to the following algorithm: analysis of the content of the domain and selection of ideas of its structuring; identification and analysis of functional module blocks and goals of their realization; formation of goals and objectives of a lesson; and development of the final test for determination of the students' academic success. The educational and methodic complex contains the main information on the discipline: outline, presentation of the discipline, brief course of lectures on the discipline forming the knowledge base in the framework of the discipline, course of practical assignments forming the base of students' abilities, the system of diagnostics of the state of competences (tests for knowledge completeness and integrity), as well as the results of students' knowledge control, level of development of their

abilities in the studied discipline, recommendations on mastering modules, list of the obligatory and additional literature, instructions on independent work, program and assignments for the final control, and schedule of consultations (direct and indirect). The virtue of distant education is the possibility of use of synchronous and asynchronous means of communication. Synchronous communications are real-time means of communication. They are chats, video conferences, webinars, etc. Asynchronous communications are means of communication permitting to exchange information with delay in time (electronic mail, forum, file exchange system, thematic postings, etc.) (Зайцева, 2012:98).

Distant education opens new opportunities, significantly expanding both information space and information sphere of education. The most popular method of distant education organization is connected with the use of computer technologies in the regime of electronic mail, teleconferences, and any other informational resources of regional networks, as well as the Internet. With such organization, provision is made for the use, as possible, of newest means of telecommunication technologies, including multimedia ones, and all information resources of the Internet, including video seminars and video lessons. The content of any distant education includes: texts, video materials, and supplements. In electronic education, course or content filling is presented compactly. The content can be static and dynamic. The bright example of dynamic content is popular in distant education webinars, analogues of 'live' lectures, practicums, and seminars. As it is known, the function of the teacher is not only to give new knowledge, but also to control their digestion. As a rule, it is testing. Teachers leading distant education control fulfillment of the curriculum by students and control digestion of knowledge. An undisputable advantage of distant education is essential outspread of the opportunity of getting by students of consultations, assistance to students in grasping of the goal and the instrument of self-education, pedagogical support of intra-personal motives of students' self-development, facilitating their elaboration or dynamics. The principal accent in ensuring of the process of the student's self-education is put on the positive experience of understanding of personal life strategy. Consulting is carried on in days and times fixed by the schedule of semester consultations of the teacher, and realized both in full-time courses of study and in on-line system. On-line education is provided by the module system – distribution of educational material into separate functionally completed themes. In addition to it, on-line

education realizes personal approach to each student (Каруна, 2016:78). The presence of such flexible, but demanding control is one of determining factors of successful distant education. With literate education, the efficiency of education in the distant form is comparable with the efficiency of full-time education, all other things being equal (Полат, 2005:73).

Conclusion

Distant education is especially popular among the youth. This novelty attracts attention and adult people, for example, with their desire to get the second higher education – especially as the progress forges ahead and new technologies for distant education emerge. According to the students' feedback, self-education plays the principal role in studies. Distant education demands self-organization and discipline, ability to rationally organize and use their time.

So, the main accent in providing of the process of the student's self-education is put on the positive experience of understanding of personal life strategy. Study of the theme of self-education is actual and significant at the present time. Self-education of students rests upon the general structure of the sphere of their motivation and needs and is a vital process of the future specialist, facilitating his/her self-perfection. Self-education is a long-lasting process, since professional information is undated each day; students must replenish and update their 'baggage of knowledge' from different sources, such as: mass media, educational literature, seminars, courses, and trainings. Self-education is the foundation of growth of the future specialist (Синенко, 2017:165). Special value of self-education is in independent acquisition of the chosen domain. With transfer of what was said about pedagogical support into the plane of practical activity of the higher education institution and based upon the data about the level of educability, the teacher helps students to build-up their personal programs of self-education adequate to their individual abilities and aspirations. The peculiarities listed in the work determine advantages of distant education before any other forms of getting education, but at the same time make certain specific demands both to the teacher, and to students. Independent mastering of educational programs with pedagogical support will be efficient with clear and literate combination of distant and contact education forms. Distant education permits to activate the pedagogical constituent of the process of education, to raise the level of cognitive activity of students, and to increase efficiency of discipline mastering.

The capabilities of distant education have not been studied to the end yet. However, it is clear that this niche of education will develop in the future. The policy relating to self-education bears state charac-

ter, which is conditioned by the fact that the state is interested in efficiency of self-education and its wider economic, social, and cultural diapason of action.

References

- 1 Рабаданова А.А. О роли самообразования в формировании личности студента // Образовательная среда сегодня: теория и практика : материалы Междунар. науч.-практ. конф. – Чебоксары: ЦНС «Интерактив плюс», 2017. – № 1. – С. 108-110.
- 2 Шерстобитова, Е.А. Роль самообразования в развитии личности студента // Материалы Международной научно-практической конференции «Экономико-правовые, социально-политические и культурно-исторические аспекты развития региона». – 25 марта 2011. – Березники, ООО «ПрессА», 2011. – С. 341-346.
- 3 Хуторской А.В. Педагогическая инноватика. – М.: Академия, 2010. – С. 14.
- 4 Андреев А.А., Солдаткин В.И. Дистанционное обучение и дистанционные образовательные технологии // Электронный журнал Cloud of Science. – 2013. – №1. – С.14.
- 5 Жампеисова К.К. Сущность и роль педагогической поддержки в формировании субъектности личности // Вестник «Серия педагогич.науки». – №3(55). – 2017. – С. 3-8.
- 6 Шуклина Е.А. Вопросы методики социологического исследования самообразования. – 2000. – С. 117. csocman.hse.ru/data/481/890/1216/018. SHOUKLINA.
- 7 Гупалов М.М. Организационно-педагогические условия самообразования курсантов военных вузов внутренних войск МВД России: автореферат диссертации ВАК 13.00.01. – СПб., 2013. – 189 с.
- 8 Руководство по реализации пилотного проекта ИИТО ЮНЕСКО «Обучение для будущего» (LFF). – ИИТО ЮНЕСКО. 2012. Февраль. – 29 с.
- 9 Бекоева М.И. Основные тенденции развития непрерывного профессионального образования // Современные научные исследования и инновации. – 2017. – № 4 [Электронный ресурс]. URL: <http://web.snauka.ru/issues/2017/04/80924>.
- 10 Еременко Н.А. Должность социального педагога в образовательном учреждении. М.: Корифей, 2009. – 348 с.
- 11 Фатнева Ю.П. Готовность к самообразованию как условие профессионального роста будущего специалиста в вузе / Ю.П. Фатнева // Формирование профессиональной компетентности специалистов как цель модернизации образования. Материалы Всероссийской научно-практической конференции. – Оренбург: РИК ГОУ ОГУ, 2005. – 596 с. –С. 339-340.
- 12 Sagitova R. (2014) Students' self-education: learning to learn across the Lifespan. *Procedia – Social and Behavioral Sciences*, Volume 152, October 2014, pages 272 – 277.
- 13 Lien O. (2012) Student evaluation of instruction: In the new paradigm of distance education. *Research in Higher Education*, 53, 471-486.
- 14 Driscoll A., Jicha K., Hungt A., Tichavsky L., Thompson G. (2012) Can online courses deliver in-class results? A comparison of student performance and satisfaction in an on-line versus a face-to-face introductory sociology course. *Teaching Sociology*, 40(4), 312-331.
- 15 Berk R. (2012) Top 20 strategies to increase the on-line response rates of student rating scales. *International journal of Technology in Teaching and Learning*, 8(2), 98-107.
- 16 Artino A. (2010) On-line or face-to-face learning? Exploring the personal factors that predict students' choice of instructional format. *Internet and Higher education*, 13, 272-276.
- 17 Андреев А.А., Солдаткин В.И. Дистанционное обучение: сущность, технология, организация. – М.: Издательство МЭСИ, 1999. – С. 10-11.
- 18 Назарбаев Н.А. «Стратегия «Казахстан – 2050»: новый политический курс состоявшегося государства». Послание Президента РК народу Казахстана от 14.12.2012. <https://strategy2050.kz/ru/president/message/>
- 19 Леонов В.В., Шагалиева Л.Н., Коростелева Н.А. Педагогический аспект внедрения дистанционных образовательных технологий в высшей школе Республики Казахстан // Молодой ученый. – 2013. – №12(59). – С. 486-488.
- 20 Зайцева О.Н., Нуриев Н.К. Многопрофильная информационно-компьютерная подготовка бакалавров технологического направления: монография. – Казань: Издательство КНИТУ, 2012. – С. 98.
- 21 Каруна О.Л., Моисеева Е.С., Хикметов А.К. Он-лайн обучение в образовательных программах докторантуры PhD // Вестник КазНУ им. аль-Фараби. Серия «Педагогические науки» №3(49). – 2016. – С. 78.
- 22 Полат Е.С. К проблеме определения эффективности дистанционной формы обучения // Открытое образование. – 2005. – С. 73.
- 23 Синенко О. Ю. Роль и место самообразования и самопознания в становлении педагога-профессионала // Педагогический опыт: от теории к практике: материалы
- 24 Международной научно-практической конференции. – Чебоксары: ЦНС «Интерактив Плюс», 2017. – С. 165-166.

References

- 1 Andreyev A.A., Soldatkin V.I. (2013) Distantionnoye obucheniye i distantionnyye obrazovatel'nyye tekhnologii. *Elektronnyy zhurnal Cloud of Science*, №1. s.14.
- 2 Andreyev A.A., Soldatkin V.I. (1999) Distantionnoye obucheniye: sushchnost', tekhnologiya, organizatsiya. – M.: Izdatel'stvo MESI, S.10-11.
- 3 Artino A. (2010) On-line or face-to-face learning? Exploring the personal factors that predict students' choice of instructional format. *Internet and Higher education*, 13, 272-276.
- 4 Bekoyeva M.I.(2017) Osnovnyye tendentsii razvitiya nepreryvnogo professional'nogo obrazovaniya // *Sovremennyye nauchnyye issledovaniya i innovatsii*. № 4 [Elektronnyy resurs]. URL: <http://web.snauka.ru/issues/2017/04/80924>.
- 5 Berk R. (2012) Top 20 strategies to increase the on-line response rates of student rating scales. *International journal of Technology in Teaching and Learning*, 8(2), 98-107.
- 6 Sagitova R. (2014) Students' self-education: learning to learn across the Lifespan. *Procedia – Social and Behavioral Sciences*, Volume 152, October 2014, pages 272 – 277.
- 7 Driscoll A., Jicha K., Hungt A., Tichavsky L., Thompson G. (2012) Can online courses deliver in-class results? A comparison of student performance and satisfaction in an on-line versus a face-to-face introductory sociology course. *Teaching Sociology*, 40(4), 312-331.
- 8 Eremenko N.A. (2009) Dolzhnost' sotsial'nogo pedagoga v obrazovatel'nom uchrezhdenii. M.: Korifey, 2009. 348 s. 9.
- 9 Fatneva YU.P. (2005) Gotovnost' k samoobrazovaniyu kak usloviye professional'nogo rosta budushchego spetsialista v vuze / YU.P. Fatneva // *Formirovaniye professional'noy kompetentnosti spetsialistov kak tsel' modernizatsii obrazovaniya. Materialy Vserossiyskoy nauchno-prakticheskoy konferentsii*. – Orenburg: RIK GOU OGU, 596s.-S.339-340.
- 10 Gupalov M.M. (2013) Organizatsionno-pedagogicheskiye usloviya samoobrazovaniya kursantov voyennykh vuzov vnutrennikh voysk MVD Rossii. Avtoreferat dissertatsii VAK 13.00.01. – Sankt-Peterburg. 189s.
- 11 Karuna O.L., Moiseyeva Ye.S., Khikmetov A.K. (2016) On-layn obucheniye v obrazovatel'nykh programmakh doktorantury PhD. *Vestnik KazNU im. al'-Farabi. Seriya «Pedagogicheskiye nauki» №3(49)* – S.78.
- 12 Khutorskiy A.V. (2010) *Pedagogicheskaya innovatika*. M.: Akademiya, 2010. – s.14. [Pedagogical innovation]
- 13 Leonov V.V., Shagaliyeva L.N., Korosteleva N.A. (2013) Pedagogicheskiy aspekt vnedreniya distantionnykh obrazovatel'nykh tekhnologiy v vysshey shkole Respubliki Kazakhstan. // *Molodoy uchenyy*. -№12(59). – S.486-488.
- 14 Lien O. (2012) Student evaluation of instruction: In the new paradigm of distance education. *Research in Higher Education*, 53, 471-486.
- 15 Nazarbayev N.A. (2012) «Strategiya «Kazakhstan – 2050»: novyy politicheskii kurs sostoyavshegosya gosudarstva». *Poslaniye Prezidenta RK narodu Kazakhstana ot 14.12.2012*. <https://strategy2050.kz/ru/president/message/>
- 16 Polat Ye.S. (2005) K probleme opredeleniya effektivnosti distantionnoy formy obucheniya. *Otkrytoye obrazovaniye* s.73.
- 17 Rabadanova A.A. (2017) O roli samoobrazovaniya v formirovanii lichnosti studenta // *Obrazovatel'naya sreda segodnya: teoriya i praktika : materialy Mezhdunar. nauch.–prakt. konf. – Cheboksary: TSNS «Interaktiv plyus», № 1. – S. 108-110.*
- 18 Rukovodstvo po realizatsii pilotnogo proyekta IITO YUNESKO «Obucheniye dlya budushchego» (LFF).- IITO YUNESKO. 2012. Fevral'. 29s.
- 19 Sherstobitova, Ye. A.(2011) «Rol' samoobrazovaniya v razvitii lichnosti studenta». // *Materialy Mezhdunarodnoy nauchno-prakticheskoy konferentsii «Ekonomiko-pravovyye, sotsial'no-politicheskiye i kul'turno-istoricheskiye aspekty razvitiya regiona»*. – 25 marta – Berezniki, OOO «PressA», 2011. – S.341-346.
- 20 Shuklina Ye.A. (2000) *Voprosy metodiki sotsiologicheskogo issledovaniya samoobrazovaniya*. - s.117. [Shuklina E.A. (2000) Questions of methodology of sociological research of self-education.]
- 21 Sinenko O. YU. (2017) Rol' i mesto samoobrazovaniya i samopoznaniya v stanovlenii pedagoga-professionala [Tekst] / O. YU. Sinenko // *Pedagogicheskiy opyt: ot teorii k praktike : materialy Mezhdunar. nauch.–prakt. konf. (Cheboksary, 30 apr. 2017 g.) / redkol.: O. N. Shirokov [i dr.]. – Cheboksary: TSNS «Interaktiv plyus», 2017. – S. 165–166. – ISBN 978-5-9500297-0-7.*
- 22 Zaytseva O.N., Nuriyev N.K. (2012) *Mnogoprofil'naya informatsionno-komp'yuternaya podgotovka bakalavrov tekhnologicheskogo napravleniya: monografiya*. Kazan': Izdatel'stvo KNITU – S.98.
- 23 Zhampeisova K.K. (2017) Sushchnost' i rol' pedagogicheskoy podderzhki v formirovanii sub'yektnosti lichnosti. *Vestnik «Seriya pedagogicheskoy nauki», №3(55), g.-s.3-8.*