



«Shakarim University of Semey» NJSC

**Concept of Educational Work
and Youth Policy
Shakarim University of Semey
Non-profit Joint-stock Company**

SHAKARIM UNIVERSITY OF SEMEY
NON-PROFIT JOINT STOCK COMPANY

Level 2 QMS Document	Concept	K 042-3.01-2021
The concept of educational work and youth policy of Shakarim University of Semey Non-profit Joint-stock Company	Edition No.1 dated “21”04. 2021	

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Semey
2021

*Concept of Educational Work and Youth Policy Shakarim University of Semey
Non-profit Joint-stock Company approved by Chairman of the Board – Rector
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INTRODUCTION

Modern Kazakhstani society is characterized by dynamic changes in the economy, politics, culture, and relations between society and the individual. The processes of differentiation and integration, intensive social movements, the growth of social activity of various social groups, and new socio-economic conditions for the development of society require a reassessment and rethinking of the status of a university graduate as a professional specialist, and of the individual as a member of society.

A specialist - a graduate of a higher educational institution - is, on the one hand, an individual, and on the other, an employee. A specialist as an employee is characterized by such qualities as professional knowledge, skills and abilities necessary to perform his professional duties. A specialist as an individual is characterized by life values, motivation, and perceived social norms that regulate his activities.

The content and nature of work today increasingly require from a young person entering an independent life not only the most modern education, deep knowledge of the scientific, technical and economic foundations of production but also high intellectual and physical development, a conscious, creative attitude to work.

The concept of the formation and development of a new type of specialist should include elements of production, labor and social infrastructure, take into account all the features of the development and realization of the student's potential, provide favorable conditions for his professional training and spiritual development, physical and moral health. At the same time, it is necessary to emphasize developing students' abilities for self-improvement, developing in them an active life position, a system of values, spiritual interests, democratic attitudes and principles that correspond to the new socio-economic conditions.

In this regard, education at a university is the most important way of socialization and adaptation for a young person in an ever-changing society. Education is the management of the process of socialization of the individual; it consists of the process of purposeful influence on the intellectual, spiritual, physical and cultural development of the individual.

I GENERAL PROVISIONS

This Concept of Educational Work (hereinafter referred to as the Concept) was developed to improve educational work at the university creating an effective educational environment for the formation of active, socially responsible, comprehensively developed personality of a specialist in demand in the labor market at Shakarim University of Semey NJSC of the Ministry of Education and Science of the Republic of Kazakhstan (hereinafter referred to as the University).

The mission of the University is the formation of a qualified specialist and a “perfect personality” with absorbed national values.

To implement the concept, the following prerequisites must be met:

- Priority of the educational aspect in professional training of specialists;
- Interaction and cooperation of teaching staff and students in the organization and implementation of educational work;
- Coordination of actions of all interested structural divisions of the University in carrying out educational work;
- Introduction of advanced pedagogical experience of lecturers of higher educational institutions of other regions in the educational work of the university;
- Development of social partnership in the field of youth policy.

The tasks specified in the concept of the educational process must be systematically carried out through a system of extracurricular educational work and in other areas, such as various educational and industrial practices, research work of students, student self-government; pedagogical support is the participation of teaching staff in the education of students, in the work of the institute of supervisors and student community, leadership in the preparation of projects, programs and methodological associations;

- Information support is support for students organizing websites, facilitating interaction with the media, and providing wide access to the Internet;

- Scientific and methodological support of training programs for students and teachers that contribute to the effective implementation of educational policies, scientific and methodological instructions, organization and holding of conferences and round tables;

- Organizational support for the management of educational work, interaction to improve effective, lifelong education, exchange of experience in optimal work in departments, and planning educational work in faculties.

- Organizational support for the management of educational work, implementation of a grant support system, stimulation of the social activity of students, creation of conditions for various contacts with partners:

- Financial support is an assistance in stimulating and encouraging all

participants in the educational process, the allocation of money for the implementation of state tasks from university funds and other resources is carried out taking into account a flexible system of effective use.

The Concept was developed based on:

- Law of the Republic of Kazakhstan “On Education”;
- Law of the Republic of Kazakhstan “On State Youth Policy”;
- State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020;
- Concepts of Education in the System of Continuous Education of the Republic of Kazakhstan;
- “Kazakhstan 2020: the Path to the Future” Concept of the State Youth Policy of the Republic of Kazakhstan until 2020;
- State Compulsory Standard of Higher Education (Approved by the Decree of the Government of the Republic of Kazakhstan dated 31 October 2018 No.604);
- Standard Comprehensive Plan to Strengthen the Educational Component of the Learning Process in All Educational Organizations (Approved by Decree of the Government of the Republic of Kazakhstan dated June 29, 2012 No. 873);
- Model Rules for the Activities of Organizations of Higher and Postgraduate Education on October 30, 2018 No.595 (paragraph 4 regulates educational work at the university).
- Strategic Development Plan of Shakarim University of Semey for 2015-2022.

The concept contains the following requirements:

- towards the structure, forms, methods and means of developing professional and personal qualities of students throughout the entire period of study at the university;
- towards organizing educational work with students at the University.

II PRINCIPLES OF EDUCATIONAL WORK

The Concept is based on the following principles of education:

- *The principle of openness.* All members (staff, students) have the right to participate in the implementation of the educational process and make proactive proposals and constructive criticism regarding proposed and implemented projects, programs, promotions, and events.
- *The principle of democracy.* The implementation of an education system based on interaction and pedagogy of cooperation in all systems of subject relations based on dialogue.
- *Principle of individualization (the principle of taking into account age*

characteristics and individual differences). Forming an educational system at a university aimed not at producing an average personality but individually oriented, taking into account the inclinations and capabilities of each student in the educational process.

- *Orientation to value-based attitudes*. The constancy of the lecturer’s professional attention to the student’s emerging attitudes to socio-cultural values (man, nature, society, work, knowledge) and the value foundations of life, such as goodness, truth, and beauty. The condition for the implementation of this principle is the philosophical and psychological preparation of the lecturer.

- *The principle of subjectivity*. The individual’s acceptance of responsibility for his social and professional development.

- *The principle of tolerance*. The presence of pluralism of opinions, approaches, different ideas for solving the same problems, tolerance for the opinions of other people, taking into account their interests, tolerance for other lifestyles and behavior of people that do not go beyond the regulatory requirements of laws; acceptance of another as a given, recognition of a colleague, student’s right to exist as it is, respect for life story, recognition of the value of his personality, preservation in relation to everyone, regardless of success, development, position, abilities, respect for his personality. The boundaries of accepting the facts that “you cannot encroach on another person” and “you cannot work without developing yourself”. These prohibitions are unconditional and categorical for each member of the team as a person of modern culture.

III GOALS AND OBJECTIVES OF EDUCATIONAL WORK

The goal of educational work is the formation of socially significant and professionally important qualities in students, the education of a highly moral, spiritually developed and physically healthy personality capable of professional activity and moral responsibility for decisions.

Major *tasks* of education are the following:

- formation of personal responsibility for one’s destiny, the destiny of the Fatherland, active citizenship;
- formation of a scientific worldview, readiness to understand the unity of natural science and humanitarian cultures, readiness for activities of both theoretical and applied nature;
- development of collectivism, mobility, competitiveness, positive value orientations, creative activity;
- development of organizational abilities through orientation towards participation in self-government;

- focus on mastering knowledge of ethical and legal norms and behavior that is adequate to this knowledge;
- formation of scientific ideas about a healthy lifestyle, equipping with skills and abilities of spiritual and physical self-improvement;
- formation of ideas about the essence and social significance of the future profession, readiness for self-education;
- formation of labor skills and abilities in the process of participation in improving living conditions, in urban social, labor and environmental events;
- formation of experience in interethnic and intersocietal communication, prevention and reasonable resolution of conflicts;
- Integration of the socio-pedagogical environment overcoming disunity between students and teachers;
- formation of a sense of corporate community and pride in belonging to the student community.

To achieve the goal and effectively solve the assigned problems, *a set of conditions is required* to ensure the disclosure of creative abilities and self-realization of the student's personality. These conditions are as follows:

- use of traditions and positive experience accumulated by the staff of the University and other universities for the formation, functioning and development of the system of educational work in modern conditions, their combination with the search for new forms and directions;
- studying (monitoring) of interests and dynamics of value orientations of students as the basis for planning educational work;
- improvement of planning technology at the level of all subjects of educational activities (university, faculty, department, individual);
- development of an organizational structure that coordinates educational/extracurricular activities, determines its directions, exercises control and is responsible for its results;
- creation of a system of moral and material encouragement (stimulation) for the most active students who organize extracurricular activities;
- implementation of student self-government opportunities in the system of extracurricular activities;
- providing the material and financial base for extracurricular activity;
- improving the management system for extracurricular activities;
- use of the educational potential of academic subjects to expand the cultural horizons of students and their creative and social activity;
- implementation of a targeted personnel policy ensuring the professionalism of the organizers of educational/extracurricular activities (teachers, socially active students, staff specialists);

- modernization and development of new normative and recommendatory documents (including methodological ones), ensuring the functioning and development of the system of educational activities;

- monitoring the content and effectiveness of extracurricular work, using its results to adjust plans and decisions.

- preservation and enhancement of the historical and cultural traditions of the university, continuity, familiarization with the university spirit, and the formation of a sense of university corporatism. The main principle of implementation of this activity is the principle of continuity in work with applicants, students, staff, teachers and graduates of the university, effective work with university graduates, namely, holding meetings of graduates of different years, ensuring interaction between graduates and graduating departments, is designed to develop solidarity in joint solving problems facing the university.

IV PRIORITY AREAS OF EDUCATIONAL WORK

The priority areas of educational work at the university are as follows:

4.1 Organization of events in 10 areas of educational work (patriotic, civil, religious, education of leadership qualities, intellectual, labor and environmental, formation of a healthy lifestyle, multicultural, family, spiritual and moral);

Patriotic education is the formation in the University students of a high patriotic consciousness, a sense of loyalty to their Fatherland, readiness to fulfill civic duty and constitutional responsibilities to protect the interests of the Motherland.

It is especially important in the process of educational work to form enlightened patriotism:

- to teach students to understand the essence of the Motherland (big and small), hidden in the spiritual life of the people, in traditions and customs, and historical memory, to develop the interest of young people in the history of their native land;

- create conditions for acquiring direct spiritual experience, with the help of which you can be convinced of the unconditional merits of your Fatherland;

- develop social memory or the ability to store and comprehend one's own experience and the experience of previous generations; use the past as a treasury of moral examples, highly moral actions and ascetic service to the Motherland;

- introduce the University students to the life and activities of national heroes or the creators of the Motherland, its statehood, economics, politics, science, art, secular and religious spirituality

- use for patriotic education the history and traditions of the University, the experience of serving the Fatherland of its employees and teaching staff.

Legal education has a consistent and systematic impact on young people to form and develop their legal culture. The objectives of the legal education of the University students are the following:

- legal information for young people;
- developing a belief in the importance of laws and law enforcement practice, personal legal and financial responsibilities arising from the agreement on the provision of educational services by the University,
- development of stereotypes of lawful behavior, personal responsibility for decision-making and one's actions;
- mastering the principles and features of legal relations in society and the educational space of the University;
- formation of readiness to resist crime.

It is important to organize public forms of discussion and solutions to problems of legal education of students with the participation of teachers of legal disciplines, court personnel, police, prosecutors, cultural figures and legal scholars.

It is necessary to carry out preventive work against antisocial behavior of students: violations of the rules of conduct on the territory of the University and in the city; gross disrespectful attitude towards security guards and housekeeping employees; theft in dormitories and educational buildings; vandalism; violation of fire safety rules; drunkenness in the Students' House, drinking alcoholic beverages; drug addiction.

Spiritual and moral education personality is one of the main conditions for viability in society and a successful professional career. Considering that the formation of moral consciousness and high moral qualities of an individual occupies a special place in the system of educational work, students should be helped to master moral norms and principles, such as, in particular:

- honor, moral dignity of a person, conscience, rejection of injustice, falsehood;
- valor, spiritual courage, honesty, perseverance and nobility;
- respect for other people, sincere recognition of their merits;
- serving people, caring for a specific person;
- optimism, hard work and desire for success.

Using the unique role of art, to develop in students an emotionally rich and spiritually elevated attitude towards the social and natural world, to generate a need for aesthetically oriented activities, and also to develop in them the ability and ability to convey their aesthetic experience to others.

The university sees its task as contrasting mass culture, designed to satisfy the primitive needs of youth, with a high culture based on deep, fundamental socio-

cultural traditions.

To form a high culture of behavior among university students (a culture of oral public speech, a culture of everyday communications without the use of obscenities and abusive language; a culture of communication among teachers, staff and students; a culture of behavior on the territory and in academic buildings, dormitories; a culture of behavior at university and faculty events; culture behavior in the nearest micro-district, city).

Formation of a healthy lifestyle.

To contribute to the actualization of students' needs for good health, and physical well-being as a means of achieving vital values: to be beautiful, wealthy, to occupy a certain position in society, etc.

To make physical education an integral part of the lives of boys and girls. It is necessary to evaluate not only sports but also physical education and health achievements of students.

Carry out effective promotion of physical education and sports as components of a healthy lifestyle. To implement this, the actions include using social networks on the Internet, advertising upcoming competitions, covering sports events in the university newspaper, in issues of the student university TV channel, etc.

Involve big-time sports stars in the promotion of a healthy lifestyle who have achieved outstanding success thanks to a healthy lifestyle, regular physical activity, the habit of hard work, discipline, and obedience to a regime to achieve success and achieve their dreams.

Active physical education and sports should become fashionable for university students.

Conducting lectures and conversations aimed at strengthening in the minds of students the idea of the negative impact of drugs, alcohol and tobacco smoking on the body, and the inadmissibility of their use.

Development and implementation of a system of university-wide physical education and recreational activities, organization and conduct of sports competitions and promotion of a healthy lifestyle.

Environmental and labor education.

Environmental education is considered as an integral part of the comprehensive development of the student's personality. It is not necessary to be an ecologist to love nature, respect its laws and conduct your economic activities wisely. Therefore, environmental education should be aimed at opening up opportunities for individuals to interact with the natural world. In this case, environmental education becomes a factor in the overall development and formation of personality.

Environmental education and upbringing should cover students of all specialties at all levels of education and be an important element of social activity. It should involve students and subsequent professionals in the active process of solving environmental and environmental problems in specific circumstances; and encourage initiative, a sense of responsibility and the desire to improve the current environmental situation while affirming the priority of a global approach to the analysis of environmental problems.

Family education

Family education contributes to the formation of a family man or a person focused on family values, who implements them in everyday life.

The purpose of family education is to increase the status of the family in the minds and lives of students.

Education and family are two of the most important social institutions that carry out the socialization of the individual. Love for the Motherland begins with love for the mother, and the family, in its essence, contributes to the formation of a full-fledged sense of citizenship and patriotism.

In the family, the material and spiritual needs of a person are formed and realized, traditions are created and maintained, the foundations of his culture are laid, and the foundations for the formation of an individual as a personality. Insufficient attention to family education in practice leads to the leveling of family values and a family crisis, reducing its social status, personal self-esteem and the possibility of a person's self-realization.

Work in this area includes educational conversations with students on family and marriage issues, the formation of a positive attitude towards the family and basic family values, preparing students to fulfill the role of parents, and conducting sociological research on the problems of marriage and family attitudes of student youth.

Multicultural education

Multicultural education strives to achieve several goals: 1) development of the ideals of pluralism, respect and preservation of cultural diversity; 2) establishing and maintaining equality, supporting equal rights to education and upbringing; 3) assistance in identifying ways of cooperation and consolidation, shaping personality in the spirit of national political, economic, and spiritual values.

One of the important tasks of universities is to expand the multicultural components of the content of higher education and increase the requirements for future specialists to master the world's cultural heritage and foreign languages. Proficiency in a foreign language provides direct access to the culture and social experience of other people and also presupposes the implementation of a dialogue of cultures in the learning process, which opens up greater opportunities for

intercultural interaction.

The current areas of multicultural education are: developing students' ideas about the diversity of cultures and their interrelationships; awareness of the importance of cultural diversity for personal self-realization, and development of skills and abilities of interaction between speakers of different cultures based on tolerance and mutual understanding, mastering a system of concepts and ideas about a multicultural environment; nurturing a positive attitude towards the cultural environment, developing social communication skills.

Intellectual education

Intellectual education is a form of organization of the educational process, which ensures that each student receives individual pedagogical assistance and creates specific pedagogical conditions to develop his intellectual abilities.

The concept of “intellectual creativity” cannot be limited only to scientific or technical creativity. A student’s intellectual creativity determines his future active life, is the basis for successful socialization in society and effective functioning in the labor market, and acts as a criterion for competitiveness since it has been proven that an intellectual and creative personality quickly adapts to the realities of the constantly changing modern world.

Intellectual education includes:

- creating a targeted system for selecting gifted students ;
- establishing the most favorable conditions for the intellectual, moral and physical development of gifted students;
 - assistance for creative activity and gifted students;
 - creating conditions for gifted students to realize their creative abilities and support the self-realization of gifted students:
 - comprehensive encouragement of student initiatives, their independence in learning, self-development, and self-education.

Development of leadership qualities

In today’s most complex development conditions associated with dynamic and contradictory processes occurring all over the world, when the volume and quality of knowledge required for a specialist is rapidly and steadily increasing, the ability to independently replenish one’s knowledge and navigate the growing flow of scientific, cultural and industrial information becomes important. Therefore, these realities require from a young person not only a quick response to ongoing processes, but also the ability and ability to organize the activities of not only own but also a social group, to be the initiator of new things, able to work in a competitive environment.

The development of personal leadership qualities is the purposeful formation and deepening of relevant qualities and skills. This aspect of the leadership

problem takes into account the possibilities, to a greater or lesser extent, to form and develop leadership abilities through education and self-study, motivation, training and practical experience.

Leadership qualities of students are a dynamic professional and personal education, formed in the process of professional training at a university and including the following competencies:

- individual leadership is the ability to realize the natural inclinations of a leader, the ability to present oneself and mobilize one’s potential;
- management and leadership is the ability to influence other people, the ability to set goals and determine ways to achieve them in the sphere of intra-group, emotional relations;
- communicative and prognostic is the ability to build productive business and emotional relationships, to realize one’s leadership potential and the potential of others.

An important role in the process of developing students' leadership qualities is played by the involvement of students in social activities, in particular, in the activities of self-government bodies. For the most complete realization of leadership potential and a successful specialist, student self-government is the environment in which the comprehensive formation and development of socially significant personality qualities takes place.

Religious education

Currently, the role of religion as a system of worldview and way of life in society has increased significantly. The range of influence of religion on social relations and the formation of the spiritual component of public consciousness is strengthening and expanding.

Interfaith relations in Kazakhstan are an example for many countries in the world. In general, religion is becoming a necessary and, of course, a positive factor in the development of society and the state. At the same time, the realities of life are such that not everything associated with religion has a positive connotation.

Some entities are trying to politicize religion, which is prohibited by the Constitution and laws of the republic. There is a penetration into the country of an alien religious ideology that has obvious or hidden destructive potential. Against this background, manifestations of extreme forms of aggression and radicalism caused by a categorical rejection of the established system of social relations on the part of some part of the religious population, essentially become more dangerous. Well-known forms of radicalism are religious extremism and terrorism.

The youth environment, as a special group of society, distinguished by the greatest social activity and tireless search for the meaningful foundations of its existence, with its unique special sensitivity to ideological influence, has become a

convenient target for destructive religious propaganda. Young people, searching and inquisitive due to their age, increasingly began to fall into cunningly arranged ideological networks of criminal elements, including those from foreign and international actors.

Therefore, the most important content components of educational and extracurricular work at the university are a number of activities aimed at nurturing national and cultural tolerance, interethnic and interreligious interaction and cooperation, and overcoming nationalist tendencies. These include measures to prevent religious extremism and terrorism:

- organization of seminars and meetings;
- conducting lectures and conversations with active groups in dormitories on the socio-economic situation and youth policy of the Republic of Kazakhstan;
- conducting supervision hours on the prevention of religious extremism among young people;
- conducting conversations with students on topics, such as “The influence of destructive religious movements on the spiritual and moral development of youth”;
- meeting and conversation between students and religious associations with the participation of psychologists and theologians to prevent the involvement of students in religious associations and religious activities;

4.2 Implementation of a democratic and open system of social partnership

The most fruitful process of education and training is ensured by a correctly constructed system of relationships between the teacher and students. The necessary conditions for the implementation of a democratic system of social partnership at the university are:

- functioning of the institute of teachers-supervisors of student groups of junior full-time courses. Their functions include issues of informing students in various areas of the university’s life, mentoring and ensuring social partnership;
- regular meetings of students with representatives of the university administration, faculties, heads of departments, and supervisors;
- participation of a representative of student self-government, a trade union committee, expressing the interests of students, in the work of university governing bodies (Academic Council, admissions, scholarship, certification commissions);

4.3 Organization of the work of the Council of Supervisors

The Council of Supervisors is an advisory body that is part of the educational process management system at the university, coordinating the educational, methodological and organizational work of faculty supervisors. The tasks of the Council of Supervisors are coordinating the activities of supervisors of study groups, monitoring

the quality of supervisory work at the faculty, studying and summarizing the work experience of supervisors of student groups, and organizing the exchange of experience.

The main areas of work of the Council of Supervisors:

- organizing the work of student group supervisors;
- studying and summarizing the work experience of student group supervisors, coordinating their actions, and organizing the exchange of experience;
- analysis of plans and reports of supervisors and development of recommendations to improve their effectiveness;
- conducting seminars, master classes, open supervisory hours on the effective organization of supervisory activities in a student group.

4.4 Organization of student self-government work

The system of student self-government in an educational institution is understood as a holistic mechanism that allows students to participate in the management of the university and the organization of their life activities in it through collegial interacting self-government bodies at all levels of university management, student self-government bodies of student groups, Student Houses, faculties, student interest organizations, etc.

The activities of all student self-government bodies are aimed at promoting the improvement of academic performance and strengthening the academic discipline of students, the realization of their professional and social interests, creative potential, and socially significant initiatives; on the democratization of intra-university life, the formation of an active life position of students, the creation of a favorable socio-psychological climate in the student environment.

Student self-government is one of the ways to prepare active citizens for life in a legal democratic society, therefore, developed student self-government at the university is of great social importance, helping to develop the personality of a young person.

The range of issues in which students can be involved is diverse: participation in the discussion of the results of educational and educational activities, the effectiveness of organizing students' independent work, scheduling the examination session, distribution of places in the Students' House, including making decisions on the eviction of students from the Students' House, in assessing the quality of classes, etc.

4.5 Organization of work in Student Houses

Intensifying the activities of student councils in the Students' House to carry out daily educational work, promoting a healthy lifestyle, moral and ethical standards of behavior, instilling in students a sense of responsibility for the safety of premises and equipment in the Students' House, the sanitary condition of rooms,

floors, and public places.

The University develops and implements a plan for cultural, educational and sports work in Student Houses.

The University organizes control over the maintenance of cleanliness, order and material resources in Student Houses. Conducting competitions for the best room, and best floor, developing forms of incentives based on the results of these competitions.

The University performs clear organization and control over the implementation of access control.

To prevent students from violating the rules and regulations governing residence in the Students' House regular raids and inspections by student councils and the work council in the Students' House are conducted.

Organization of the Student Council stands on shifts and on all floors of the Student House to inform students about ongoing events, orders, results of review competitions, inspections, etc.

Ensuring close interaction between student councils and the university administration on all aspects of educational work, culture and life in Student Houses.

V FORMS AND METHODS OF EDUCATIONAL WORK WITH STUDENTS

The system of extracurricular educational work (EEW) includes:

- the work of the university as a whole, its faculties and departments;
- holding university-wide holidays;
- educational work in Student Houses.

Various student associations are called upon to play an important role in the organization of EEW (clubs, centers, societies, interest groups.)

The forms and methods of extracurricular educational work are diverse. They are the following:

- holding musical evenings, reading conferences, questions and answers sessions, debates, verbal magazines, and parties;
- meetings with writers, composers, and actors, holding conversations and lectures on achievements in the field of literature, music, and art;
- presentation of books and personal exhibitions of artists and photographers;
- exhibitions of scientific achievements, information material about the history of the University;
- organizing the work of discussion clubs based on interests, creative associations; theatrical, choreographic groups, song and dance ensembles;

- organizing visits to concerts, performances, and cultural trips to the cinema;
- development of concert activities of amateur art groups;
- organizing visits to museums, familiarization with historical and cultural monuments of the city, region, and country;
- holding scientific student conferences, Olympiads, competitions of student works, abstracts;
- formation among students of a high legal culture, deep respect for the Constitution, the laws of the Republic of Kazakhstan, and the principles and norms of a legal, civilized society, not only in the educational process,
- strengthening the legal education of students, preventive work to prevent violations of public order, the rules of the House of Students through the organization lectures and conversations with the invitation of specialists from the court, prosecutor's office and police department;
- conducting advocacy among students on the problems of rational environmental management.

Increasing the level of physical education and mass sports work by:

- ensuring the connection between physical education of students and the educational process through the system of physical education;
- development of the material and technical base for physical education classes at the university and in Student Houses;
- improving the methodological and scientific foundations of physical education;
- involving students and teachers in sports events, intensifying work on training athletes;
- improving the physical education, sports and health activities of the student trade union committee, sports club, and department of physical education;
- holding mass sporting events (University Olympics, cross-country races, competitions in sports; review-competitions among institutions for the best organization of mass sports work);
- development of student self-government in the field of physical education and sports through the organization of amateur physical education work.

Forms of educational work in Student Houses:

- holding lectures, conversations, consultations with teachers, relaxation evenings, meetings with interesting people;
- organization of question-and-answer sessions, competitions, concerts, amateur talent festivals;
- holding sporting events, and competitions between rooms, floors, and residential buildings.

Annual city competitions for the best organization of educational work in

Student Houses have a beneficial effect on improving all educational work in Student Houses.

Professionalization of extracurricular educational work involves:

- the presence of specialist organizers with psychological and pedagogical knowledge and a modern worldview;
- targeted funding from intra-university sources;
- material and technical base for carrying out educational work.

VI FORMATION OF PROFESSIONAL COMPETENCIES

The competency-based approach in the system of higher professional education provides for a gradual reorientation from the transmission of the necessary set of knowledge to the formation of skills that can help create conditions for mastering a set of competencies that adapt the student to reality. The main goal of education is not the sum of knowledge, but a set of necessary competencies in intellectual, social, communicative and other spheres. The main ones are the ability for self-education, social activity, the ability to defend one's views, legal culture, etc., i.e., the formation of general competencies, such as the ability to successfully act based on practical experience and skills common to many types of professional activities.

Several **key competencies are identified** that the Council of Europe recommends acknowledging (cognitive, social, informational and other competencies) as the basis for building curricula and programs that, among other things, contribute to the formation of civil and patriotic qualities of students.

Political and social competencies are associated with the ability to take responsibility, participate in joint decision-making, resolve conflicts nonviolently, and participate in the functioning and development of democratic institutions;

Competencies related to living in a multicultural society is about understanding differences, respecting each other, ability to live with people of other cultures, languages and religions;

Competencies that determine mastery of oral and written communication. Those who do not have them face isolation from society. This group also includes knowledge of several languages, which is becoming increasingly important;

Competencies associated with the emergence of the information society include mastery of new technologies, understanding of their application, their strengths and weaknesses, the ability to have a critical attitude towards information disseminated by the media, advertising;

Competencies that realize the ability and desire to learn throughout life,

as the basis for continuous training in professional terms, personal and social life and further professional success and career growth.

VII IMPROVEMENT OF THE INFORMATION SUPPORT SYSTEM FOR STUDENTS

Continuous information of students about various spheres of the university's life throughout the entire period of their studies should be ensured by the creation of a constantly updated information presentation system, including:

- work of the Student Alemi newspaper;
- television and radio studio broadcasts;
- organization of thematic exhibitions of literature, and other forms of active interaction with the library, museums, and centers;
- creation of booklets, reference literature about the university;
- meetings with senior students, university graduates, scientists, prominent specialists
- holding university-wide events, holidays, and solemn rituals;
- constant information content on the university website;
- development and implementation of recommendations for organizing mental work and independent work of students within the framework of educational activities, promoting the positive experience of the group and individual students in the media and the university newspaper.

The information system must provide:

- familiarizing students with the traditions of the university, its structure, internal regulations, rights and responsibilities of students; organization of the educational process and research; tasks and areas of activity of various departments and public organizations of the university; opportunities for cultural, spiritual and physical development within the walls of the university and beyond;
- formation of skills and abilities in educational, research, and social work: when working with a book, notes, or computer, in preparation for laboratory work, tests, colloquiums, and seminars; independent work of students, searching and storing scientific information;
- development of independence, activity, and interest in mental work (planning the work schedule and timely implementation of educational process schedules, organization of the workplace, proper use of technical training), nurturing dedication and discipline.

VIII MONITORING EDUCATIONAL WORK AT ALL LEVELS OF ITS IMPLEMENTATION

Developed by
Head of Department for Social Affairs and Youth
Policy M.Karibaev

Coordinated by
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An important role in solving the problems of shaping the personality of a future specialist is given to sociological research, the main focus of which should be an analysis of the comfort of the humanitarian environment at the university to identify shortcomings and weaknesses in the activities of the team and develop specific recommendations aimed at improving educational work at the university.

The main sociological studies in the field of educational activities include surveys:

- first-year students to plan the educational work of the university, faculties, and supervisors, and draw up a socio-psychological portrait of student groups;
- on students' satisfaction with the educational process as part of self-examination,
- on social support measures and employment conditions;
- socio-psychological: “Psychological problems of students”, “Problems of nutrition of students”, “Healthy lifestyle”.

IX ORGANIZATIONAL AND PERSONNEL SUPPORT OF EDUCATIONAL WORK

Today, the university has created an effective system of organizational and managerial support for the educational process. Coordination and management of activities is carried out by the Vice-Rector for Educational Work and Social Affairs.

The educational process at the university is carried out by the Department of Social Affairs and Youth Policy.

Sports and recreational work, holding public sports events and sports competitions, the work of sports sections, and promotion of a healthy lifestyle are coordinated by the Department of Theory and Methodology of Physical Culture and Sports.

The Medical Center organizes work to promote a healthy lifestyle, prevent various diseases, and provide primary medical care.

The central place in the implementation of the Concept of educational work belongs to the supervisor, who has direct, constant contact with students. The supervisor coordinates the work of scientific and pedagogical workers, administrative and public structures carrying out educational and educational activities in this group, to create favorable conditions for the student's adaptation to university life, for the development of his abilities, full-fledged studies, rational use of personal time, creation of a favorable social psychological climate in the group, participation in various forms of self-government.

An important link that determines the content and unity of educational, scientific and educational processes is the department. The departments form the professional and intellectual competence of future specialists and instill a taste for research work. They are also designed to instill in students the norms of professional ethics and civic responsibility for the consequences of their professional activities.

The general management of departments on issues of educational work is carried out by the dean of the faculty. The coordination and organization of educational and extracurricular work at the faculty is carried out by a scientific and pedagogical worker appointed by the decision of the dean of the faculty.

All structural divisions of the university and, above all, the library and museums should participate in the development and enrichment of the educational traditions of the university.

To implement the Concept, it is necessary to constantly improve the qualifications of workers involved in the educational system at the level of the university and faculty, group, to provide opportunities and stimulate scientific research in the field of educational work with students.

A scientific and pedagogical worker, his attitude to work, toward others, high professionalism, erudition, self-discipline, and desire for creativity contribute to the formation of such qualities in the student environment. Intelligence, sociability, and tactfulness create such an atmosphere between the teaching staff and students when the latter become equal subjects of a single process of education and upbringing, self-development, and sociocultural determination.

X CRITERIA FOR THE EFFECTIVENESS OF THE EDUCATIONAL SYSTEM OF THE UNIVERSITY

The quality of education is a systemic characteristic of education, reflected in the indicators and criteria for assessing the process and result of educational activities, based on which the degree of compliance of the actual process and (or) result of educational activities is assessed in comparison with the ideal model, educational standard or expected result.

Criteria for assessing educational work at the university:

1. Availability of regulatory documents regulating educational work at the university, internal local acts, instructions, teaching materials, regulations/job descriptions;

2. Availability of long-term and current plans for educational work at the university, work plans for faculties and departments for educational work; individual plans of teachers, reflecting their extracurricular activities with students;

3. Availability of a report on educational work, analytical materials (comparative analysis of educational work, analysis of questionnaire materials, consideration of issues of educational work at the Academic Councils of faculties, the Academic Council of the university - issues in meeting plans, minutes);

4. Availability of sources of information available to students containing a plan of university events/activities, work schedules of creative groups, work of sports sections, etc.

5. Availability of study group supervisors;

6. The presence and effectiveness of student public organizations (Student Parliament, Student Council of the House of Students, Student Trade Union Committee, headman, (minutes, number of students))

7. Availability of material and technical base for extracurricular activities (organization of a workplace for the department of social issues and youth policy, etc.);

8 Allocation of funds from the university budget for educational work, sports;

9. Organization and conduct of extracurricular activities (carrying out events at the university level, faculties - the number of students involved in creative groups and sports sections taking part in events at the university level, student achievements in science, social, and educational activities);

10. Availability of student scientific societies, and circles (their number, percentage of students involved);

11. Availability of a university press center (student newspaper, website, radio broadcasting, visual propaganda, etc.)

12. Availability of a museum/materials reflecting the history of the university, alumni gallery, photo albums;

13. Recording of offenses, preventive work (according to protocols), the presence of a system for working with inconsistencies (orders, punishment orders, reports on the results of visits to the Student House, a log of individual work, letters to parents, etc.), the number of activities for the prevention of offenses and addictive behavior (number of offenses);

14. Internal assessment of the state of educational work (the presence of “feedback” (conducting surveys of students, parents, employers));

15. Availability of a system of incentives for students, employees, material and moral incentives (number of students, employees who received awards, Certificates of Honor, letters of gratitude for active social work, in the field of educational activities - according to the orders of the rector, instructions, memos of deans of faculties, Board of Honor);

16. Participation of students in the work of the Academic Council of

faculties and the university, the commission for the distribution of academic and social scholarships, and the distribution of financial assistance.

17. Expanding social partnerships and improving the image of the university (presence of contracts, agreements on creative cooperation, publications in the press, availability of a booklet about the institute, and departments).

18. System of social protection of students (sanitary and hygienic support of the educational process - cleanliness in classrooms, lighting, availability of public catering outlets, condition of toilets; factors of overload and overwork of students, financial assistance, availability of data bank for socially vulnerable categories of students - orphans, disabled people, student families, students with children, single mothers/fathers, students from low-income families);

19. Culture of life (aesthetic design at the university, cleanliness and comfort of the educational environment), culture of behavior;

20. Level of education of students (according to questionnaires and surveys of teachers, employees, employers, etc. (average indicator)).

XI PROFESSIONAL PERSONALITY MODEL

The result of educational work with students should be the formation of the personality of a university graduate with the qualities necessary for successful professional activity.

The young specialist is obliged to:

- have professional competencies, communication skills, flexible thinking, a sense of personal responsibility, leadership qualities, be able to work in a team, show initiative, and independence, and have the ability for objective self-assessment;

- have deep knowledge and skills in the field of professional training, related fields of knowledge, and fundamental and humanitarian disciplines;

- have high social activity in all spheres of life, a desire to search for new things and the ability to find non-standard solutions to life’s problems, competitiveness in socio-economic activities, professional and social mobility;

- have a strong need for achievement, independent decision-making, determination and entrepreneurship;

- have your ideological position, moral ideals, and humanistic values, observe universal moral and ethical standards;

- be honest and decent, be able to resist negative influences, treat people around you kindly, and respect their opinions and interests;

- comply with the Constitution and laws of the Republic of Kazakhstan, have a national consciousness of a citizen, patriotism, and a desire for the

development of the country and its establishment as a great power, occupying one of the leading places in the world community.

CONCLUSION

Developing the personality of a future specialist is, along with training, the most important function of the higher education system.

Education should be understood as the interaction and cooperation of teachers and students in the field of their joint educational and extracurricular activities.

The most important conditions for implementing the concept of education at the university include:

- orientation towards a specific result of educational efforts;
- reliance on the creative activity of student groups;
- effective use of a flexible system of incentives, rewards, and reprimands in the educational process, combining the tasks of educational influence with solving problems of social care for youth;
- the desire of the subjects of education to increase the effectiveness of the educational process;
- inclusion of indicators of the participation of teaching staff in the education of students in the assessment of their activities (rating);
- optimal planning of educational work in faculties and other departments of the university.

The concept of education must constantly creatively develop and enrich itself. To do this, it is necessary to constantly study, generalize the positive experience of educational work with students, and disseminate it among supervisors, departments, and other departments of the university.

A successful solution to the problem of forming the personality of a future specialist as a professional and a citizen assumes that the new generation will be able to overcome a lack of initiative and passivity and begin to build a new life according to the laws of modern civilization, based not only on highly developed technology and achievements of scientific thought, but also on a broad and diverse spiritual culture, which includes respect for everything around us on the planet, and first of all, for life itself.

The search for a personal position, the meaning of one's existence, personal choice and responsibility for it before oneself and the whole society stimulate the desire of young people for moral self-improvement, humanity, dignity, and honor.

As a result, the university should become not only a center for training professionals but also a broad cultural-educational and cultural-moral space where

humanistic and moral values prevail.

In conclusion, it should be emphasized that the implementation of the stated concept of the model of educational work and program will allow the university not only to equip students with professional knowledge, abilities and skills but also to form a number of professionally significant and socially necessary personal qualities (competencies) that characterize the social portrait of the future specialist (communication culture, ability to work in a team, tolerance, desire for self-knowledge and self-development, law-abiding behavior, high professional responsibility, organizational and leadership qualities, resistance to constantly changing social, psychological and economic factors, flexibility and creative thinking, the ability to present one’s professional and personal qualities, the desire for a healthy lifestyle).