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On the issue of designing educational programmes of applied Bachelor's degree in the Republic of Kazakhstan

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Abstract

Relevance. The study is relevant due to the ongoing modernization of the vocational education system in Kazakhstan, which forms the foundation of the national educational framework. Educational institutions must cultivate a skilled workforce to drive the country's economic development. The Ministry of Education has set clear requirements for educational outcomes and organizational conditions. Graduates need a comprehensive set of knowledge and skills for professional growth and market demand.

Purpose. This article aims to substantiate the process of designing educational programs for applied bachelor's degrees in Kazakhstan. It focuses on creating programs that meet the Ministry's standards and prepare graduates with the necessary skills for the labour market.

Methodology. The study uses methods of analysis and synthesis, classification, deduction, generalization, and comparison of approaches. These methods help identify and address key issues in designing and implementing applied bachelor's degree programs in universities.

Results. The article describes the specific features and benefits of applied bachelor's degrees, analyses their impact on economic development, and identifies implementation challenges. It highlights the importance of targeted graduate training, compares different program aspects, and offers recommendations for improving professional training quality. Additionally, it discusses the legislative framework, differences between applied bachelor's degrees and technical

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vocational education, and presents a developed program aimed at three qualification levels. The research results provide insights into the effectiveness of these programs.

Conclusions. The findings are valuable for students, educators, and policymakers, offering practical and theoretical insights to enhance teaching quality through new methods and technologies. The study supports the implementation of applied bachelor's degrees, emphasizing their role in meeting educational standards and labour market needs.

Keywords: educational programme; education; applied bachelor's degree; professional competencies.

Introduction

In modern education, there is a problem of developing new pedagogical conditions and educational competencies in the aspect of training professionals. The innovative economy needs high-quality practical training of specialists and highly qualified workers who can quickly and efficiently master new professional positions and adapt to a new environment. Modern education, on the one hand, tries to reduce the time for professional training; on the other hand, it requires a high level of professionalism from students [1]. In the process of reforming education, many contradictions hinder the transition to innovation. At the stage of modernisation of pedagogical education in Kazakhstan, practice-oriented training becomes important, which consists of the graduate's high readiness for practical activity [2]. Among the options for implementing this process, it is worth highlighting the introduction of an applied bachelor's degree. It is based on the integration of professional education and technical education programmes [3].

Employment is the main goal of every applicant who enters a vocational education institution. These aspects put forward the importance of forming a new model of training students whose skills should be of high quality and meet the real requirements of employers and enterprises. This model of education should correspond to the level of development of the country's economy and society. Recently, technical professions have become more difficult, because not only practice but also theoretical knowledge has become important. In organisations, a graduate who possesses both practical skills and has a stable base of theoretical knowledge is especially valued, which will allow starting work without additional training [4].

The introduction of the applied bachelor's degree in Kazakhstan was based on the presidential decision of N.A. Nazarbayev, which is reflected in the State Programme for the Development of Education for 2020-2025. Here it is important to train qualified personnel in colleges, where there will be an increase in the practice-oriented part of the educational programme [5]. After Kazakhstan joined the Turin Process, important changes took place in technical and vocational education. It is the implementation of the interaction between politics, education and the economic state of the country that leads to the solution of this problem. The educational programmes of the applied bachelor's degree are aimed at creating a learning process by the stages of the ISCED (International Standard Classification of Education) [6].

The authors' research aims to analyse and study the main aspects of the development of an applied bachelor's degree in the Republic of Kazakhstan and the legislative basis of its functioning.

Important tasks are:

- identification of features in the preparation of professional competencies of students;
- description of the process of implementing the applied bachelor's degree within the walls of the university;
- analysis of features and results for economic development;
- disclosure of the difficulties of implementing this process and various programmes in the preparation of students;
- consideration of tasks to improve the quality of professional training and recommendations for the implementation of the applied bachelor's degree system.

The relevance of the research is conditioned upon the fact that the world economy and global labour markets need high-quality specialists, which, in turn, creates new requirements for the training of teachers. The integration of the pedagogical education system into the international space is becoming particularly important and lies in the need for students to master skills and develop competencies that are characteristic in the aspect of world development. All this makes the topic of designing an applied bachelor's degree particularly relevant. In addition, serious changes have been taking place recently in the education of the Republic of Kazakhstan (updating the content of secondary education, creating new technologies). In pedagogical training, not much attention is paid to practice at school, which leads to problems in work. All this shows the gap between the actual needs of the modern world, the labour market and the quality of training specialists. These factors make the practical training of employees the most significant.

Materials and Methods

The research process used several methods: theoretical methods, diagnostic methods, and graphical representation methods. The theoretical methods included studying and analysing pedagogical and methodological literature and the legislative framework related to the research topic. They also involved analysing the features of the applied bachelor's degree in the Republic of Kazakhstan, generalizing theoretical material, using deduction and induction to highlight main aspects, classifying goals and objectives, and comparing and systematizing research on this problem. Diagnostic methods involved studying scientific works, and research results, and collecting and grouping empirical facts. Graphical representation methods were used to present the results.

The research occurred in three stages:

In the first stage, the researchers collected and analysed existing approaches in pedagogy, methodology, the education system, and Kazakhstan's legislation regarding the applied bachelor's degree. They studied works on the problem, its features, and explanatory approaches. They examined information from books, articles, monographs,

conferences, and dissertations that detailed the applied bachelor's degree in the education system. They demonstrated the relevance of the issue, explored the historical and legislative components, and determined the importance of practical knowledge for employment. They revealed why the applied bachelor's degree is important for the country, presented conclusions from scientific research, defined the problem, purpose, forms, and methods of studying it, and created a plan for an experimental study.

In the second stage, the researchers conducted the study, analysed and designed tools to address the problem of designing an applied bachelor's degree in Kazakhstan's educational institutions. They examined the features and aspects of this pedagogical phenomenon, explained the main ideas and goals of the applied bachelor's degree, and substantiated the difference between an applied bachelor's and a specialist in technical and vocational education. They considered the qualification levels of the applied bachelor's degree program, presented the factors leading to this phenomenon, and identified results from analysing normative legal acts and documents, which helped uncover the specifics of the problem. They proposed a technology for designing educational programs, discussed the problems and difficulties of implementing this type of training, described the features of the applied bachelor's degree program and modular technology, and systematized the conclusions from their research.

In the third stage, the researchers systematized and classified the material obtained from analysing scientific and theoretical works. They substantiated theoretical and practical conclusions and research results, presented a comparative analysis of studies and approaches to the problem of the applied bachelor's degree in Kazakhstan's education system, and reviewed main experiments by scientists on developing practical skills and professional competencies in students. They analysed the goals and objectives of this activity to help improve the education system and learning technologies, predicted the results of this phenomenon's development in pedagogy, summarized and logically presented analysis and diagnosis facts, and classified and presented the features of the practice-oriented bachelor's training program. They also demonstrated the results of a study on students' competence formation.

Results

Theoretical aspects of applied bachelor's degree

The qualification requirements for graduates of applied bachelor's degree programmes are formed by the needs of the labour market. Such programmes are often an initiative of the employers' world. The applied bachelor's degree differs from the academic one not by the time of classes, or disciplines, but by the orientation towards obtaining relevant skills for the field of employment. The desired results determine the duration of the programmes. The definition of the main ideas and goals of the applied bachelor's degree can be stated in two approaches: 1) the type of educational programmes that are aimed at obtaining qualifications based on a combination of the theoretical basis and practical training (practice-oriented approach); 2) a targeted educational programme that is created by the requirements of employers or for specific specialities

(corporate approach) [7]. These approaches are integrated. Such programmes can be used to train future employees who will have a set of competencies in a specific field. They are based on practice-oriented training and preparation of a thesis.

An applied bachelor is slightly different from a specialist in technical and vocational education. It can do more diverse and complex high-level operations, service information technology and robotics. Such employees can not only use the equipment but also create it, configure it, and train staff. In addition, the applied bachelor can carry out research and manage the production process. All these specialists are very important for the industrial and innovative economy of Kazakhstan. If a graduate with an applied bachelor's degree wants to continue his studies at a university, then he will choose a specialty that he was acquainted with in college. This will help to expand and deepen knowledge and skills and get an academic bachelor's degree. There is also a specialised applied master's degree in Europe, which can be developed in Kazakhstan. The training of applied bachelors is not like the training of a mid-level specialist, because the programmes have a university system of learning technologies. Automated information systems are often used to help improve the learning process. The system reflects all real events and processes.

The applied bachelor's degree programme consists of three qualification levels: 1) experienced workers; 2) middle-level specialists; and 3) applied bachelor's degree based on general secondary or technical education. At the same time, an applied bachelor is a good specialist who has studied all modular programmes and has sufficiently high-quality theoretical knowledge and practical skills. Such a specialist belongs to the 5th level of the National Qualifications Framework (NQF). This type of training is focused on practice and internship at a company or organisation. Today, 27 specialities are reflected in the Republic of Kazakhstan, which qualify for an applied bachelor [6].

In the research literature, the emergence of an applied bachelor's degree is associated with such factors as:

- the contrast between the demand in the labour market and the level of knowledge of graduates (lack of practical skills among university graduates, the need for retraining, internship, the passage of the adaptation period);
- the complexity of technologies, the emergence of information technology, increasing requirements for middle-level workers in terms of knowledge of the fundamental foundations of work organisation (advanced training in professional activities; lack of theoretical knowledge in colleges);
- the possibility of improving the status and level of an educational institution [7].

The main difference between an academic bachelor's degree and an applied one is that an academic one specialises in theoretical and analytical work, while an applied one provides a practical orientation for students who receive an education. The applied bachelor's degree programme is formed based on established state educational standards of higher professional education. Such practice-oriented training is based on a variable approach to the professional educational programme. In this programme, the practical training of students consists

of practical classes, laboratory work, and coursework and accounts for more than 50% of the total amount of training. Today there are two main approaches to the applied bachelor's degree: 1) training of workers with higher education; 2) a full-fledged bachelor's degree with an extended practical part, which will help in finding employment. One of the important conditions is the development of an applied bachelor's degree programme in the aspect of determining the main professional activity, which is regulated by educational institutions together with employers [8].

Research stages and results

The conduct of this experiment involved the following stages of work:

- study of literature and research devoted to the development of the applied bachelor's degree process and its aspects; substantiation of the main ideas and features of this phenomenon in education;
- diagnostics of the technology for designing educational programs for applied bachelor's degrees;
- disclosure of the features of applied bachelor's degree programmes.

In the Republic of Kazakhstan, the processes in the field of education are regulated by the Constitution of the Republic of Kazakhstan, the Law "On Education of the Republic of Kazakhstan", as well as special legislative acts. Subordinate regulatory legal acts on education are Presidential Decrees, Resolutions of the Government of the Republic of Kazakhstan, Orders of the Minister of Education and Science and Resolutions of the collegiums of the Ministry of Education and Science. Training under the applied Bachelor's degree program is provided on the basis of Article 20 of the "Law on Education of the Republic of Kazakhstan": educational programs should focus on the training of qualified workers who have secondary education (general secondary or technical); the

content of applied bachelor's degree programmes is aimed at the introduction of modular vocational education programmes and individual bachelor's degree disciplines. At the end of the training, specialists receive a certificate and qualification "mid-level specialist", or "applied bachelor" [3].

The design and construction of applied bachelor's degree programs take place based on cluster interaction with potential employers. Also important here is the modular principle, which is embodied in the educational programme and curriculum. Modular technology in the design of educational programmes of applied bachelor's degree will help students to master competencies, and ensure clarity and transparency of the professional training process for all participants of the educational process. In this case, employers will be able to show their desires and actively influence the creation of the programme, and students will be aware of their disadvantages and advantages.

The applied bachelor's degree should meet the needs of the labour market, using the modular principle in the process of education and the construction of curricula. In this case, the curriculum is built in a modular format, where you can find a set of modules, disciplines and practices. An educational organisation independently creates a special modular technology for implementing an applied bachelor's degree programme, and evaluation funds are built based on the module. An important feature of the programmes is the possibility for students to receive qualification grades, classes, categories by field of activity, and employee positions. The presence of such a section in the document was caused by the needs of the labour market and a decrease in the period of adaptation to the real production process [9]. The author presents the technology for designing educational programmes for applied bachelor's degrees (Table 1).

Table 1. Technology of design of applied bachelor's degree programmes

Action	Characteristics
Establishment of a group of people who will develop an applied bachelor's degree programme of a certain profile	The developers can include the heads of an educational organisation, who must ensure the qualitative development of professionally oriented disciplines, modules and practices. Also important are the staff of the methodological service, and representatives of firms and organisations. They are the ones who put forward the requirements for the establishment of this educational applied bachelor's degree programme. In the aspect of using the network form of programme implementation, the team may include representatives of subjects of network interaction.
Description of the types of activities that can be studied in the process of preparing a graduate of the applied Bachelor's degree programme	The types of professional activity are determined by the professional standard, the needs of the labour market and its regional component. In addition, statistics on the dynamics of development and prospects are important, which is based on the relevant state educational standard of higher education. The tasks presented in the document can be supplemented based on the requests and requirements of partner organisations. The profile and essence of the applied bachelor's degree program determines its orientation to tasks, which stands out in the aspect of the selected activities. The formed orientation of the programme determines the results that the graduate achieves by mastering this material (subject-thematic content and types of

	educational activities). Within the framework of one type of bachelor's degree, one or more programmes can be implemented, which are different for the profiles. There may be situations when the profile of the educational programme corresponds to the direction of training in all aspects.
Clarification of the set of professional competencies for the fields of professional activity	The professional competencies that a graduate should possess can be called professional and applied competencies. They can be supplemented by a team of developers if new goals of the learning process appear, which arise as a result of an analysis of the professional standard, the needs of employers and the labour market.
Creation of the structure and content of the applied bachelor's degree programme	The applied bachelor's degree programme contains two parts: basic and variable. The first part is the same for all profiles and is designed to form students' professional competencies.

Note: the table demonstrates the technology of designing applied bachelor's degree programmes and their structure with a detailed description.

Source: compiled based on the works of scientists [9].

It is important to note that the educational programme of the applied bachelor's degree should be created so that students can simultaneously master additional professional programs (advanced training and professional retraining programs). It is also important to use programmes that teach skills necessary for a particular employer and for the future workplace. Thus, to create ideal conditions for the employment of graduates and to shorten their adaptation period in the real production process, to meet the needs of the regional labour market, the design of the educational programme of the applied bachelor's degree should be based on a combination of higher and additional professional education.

Features of applied bachelor's degree programmes

The existence of an applied bachelor's degree is dictated by the needs of the labour market and is created under the influence of employers. Such programmes have their characteristics and clear boundaries when compared with academic bachelor's degree programmes. Here, an important role is played by the relevant competencies that students should receive. In all countries, this type of education is regulated by legislation [10].

In the Republic of Kazakhstan, it is also worth paying more attention to this issue and adopting appropriate regulatory documents and legislative acts that will regulate the learning process, its content, organisation and development mechanisms. In general, the educational programmes of the applied bachelor's degree should develop highly qualified specialists. They have such features as:

- they are based on the principles of continuing education, where a student can receive a certificate or diploma at the appropriate stage of the educational process;
- they allow continuing studying after university;
- they can be implemented both in universities and colleges;
- they display an individual approach to students at all stages of the educational process based on a modular education system;
- they are built on interaction with other educational institutions and enterprises that focus on learning outcomes;

- contain mandatory practice at the enterprise/organisation;

- they assume participation in the teaching of the material by employees themselves or employees of firms [4].

Applied bachelor's degree programmes can also provide an opportunity to obtain several specialities. In addition, they are an essential element of the learning system during the entire period of life.

Discussion

Today, the issue of the expediency of the widespread introduction of applied bachelor's degrees in universities is being actively discussed. This topic is quite relevant, so it is important to understand the difference in the division of a bachelor's degree into academic and applied. In the first case, students receive a traditional type of higher education, and in the second – practical skills with a narrower focus. It is believed that in the eyes of employers, second employees are valued more highly because they are more prepared for activities in a certain field.

The applied bachelor's degree programme is focused on professional practice-oriented training, which is mainly a feature of professional educational programmes of secondary education, and theoretical training, which is important for higher education institutions. The professional period contains general professional disciplines and modules, which is connected with preparation for professional activity. The module may consist of several interdisciplinary courses.

After completing the applied bachelor's degree, the student receives a very clear qualification, which is clear to employers. The programmes provide a process that will help to master competencies both in a specific area of professional activity and in management (line managers, middle managers). The main principle of such training is that students can check the suitability and level of knowledge and skills in practice. This is what helps to master general competencies. Students show independence, the ability to plan, predict results and conduct their own work activities, lead others. All this makes the adaptation period smoother and more prepared. The applied bachelor's degree programme should end with

the preparation of a diploma project, which is dedicated to solving the production problem of the place where the student had an internship. The training programmes of practice-oriented bachelors have the following features:

- they are not the end of training, because there is an opportunity to enter the master's programme;
- they train highly qualified employees;
- they are based on the relationship between educational institutions and enterprises;
- have a mandatory period of work at a company or organization (12-16 weeks);
- contain the stage of teaching employees of enterprises/companies;
- they have the character of targeted training, which prepares students for a special employer;
- they are developing with the help of independent legislation that regulates this type of education;
- they provide qualified personnel to the regions of the country.

It is important to note the conditions for the development of an applied bachelor's degree: the use of the system principle for building relationships with enterprises (creation of contracts, flexible schedule of the educational process, internships at firms, etc.); revision of the process of organising training (production conditions, concentrated training, diploma design directions) [7].

The concept of an applied bachelor's degree should be fixed at the level of legislation, which will determine its place in the higher education system. The model of the integration process of higher and secondary vocational education has not proved to be effective. University graduates had to have a scientific and terminological system of worldview, which was associated with the study of basic disciplines of the general scientific cycle. Practical skills without knowledge of the basics of theory and methodology are not relevant. It was diagnosed that a specialist should have fundamental knowledge, which will help to easily adapt to the unstable requirements of the labour market. In Russia, the idea of an applied bachelor's degree was proposed by the Ministry of Science and Higher Education, but had its own negative experience of the 2009-2014 experiment. It was then that 50 universities and colleges wanted to introduce these aspects into the system of educational institutions [11; 12]. After three years, these projects were completed for economic and bureaucratic reasons, since there were no positive results of the higher and secondary vocational education programme.

It is also relevant to study the position of university graduates towards the formation of basic and professional competencies. The study was conducted based on a voluntary anonymous questionnaire of graduates, where 20 students of the graduation group took part. The results showed that the professional competencies of the students are quite high, because graduates of the applied bachelor's degree are able to show them in future practical activities (independently inject, examine the patient). More than 90% answered this way. 75% of students would be able to consult people on health promotion, they possess a variety of skills and technologies to provide patient care by the standards of operating procedures. In addition, 60% of

respondents can provide safe nursing care, be responsible for their decisions, and actions and manage staff.

Most managed to achieve good results in interpersonal communication with patients and colleagues. In addition, students highly appreciated the level of qualification of teachers of disciplines, while for professional disciplines this indicator was 95%. The majority of graduates had professional knowledge (80%) and were ready to be attentive and caring to patients (24%). They believed that the most important qualities for them are knowledge, practical skills (90% of responses), the ability to communicate with patients (60%), and the ability to use information technology (60%). Unfortunately, the least important for such students is knowledge of a foreign language (40%) and the ability to communicate in a working atmosphere (10%). In the study of the features of the development of professional competence, it was diagnosed that most students correctly understand the essence of the terms "competence" and "professional competence" [13].

Many scientists have considered the problem of designing an applied bachelor's degree. They have only proved that high-quality vocational education creates social protection, and guarantees stability and professional self-realisation of a person at different stages of life. Many teachers and scientists, specialists from colleges, higher educational institutions and employers themselves are involved in the creation and design of curricula for applied bachelor's degree [14; 15]. In addition, it is worth noting that the modernisation of the secondary vocational education system has a very strong impact on the national educational system. A new working intelligentsia should be formed in educational institutions, which will take an active part in improving the country's economy and developing society. In Kostanay Higher College of Economics, an experiment was conducted on the introduction of applied bachelor's degree programmes. It took place in 2018 and was supposed to be aimed at testing innovative training programmes and organising communication between higher education institutions and employers, which influenced the improvement of the quality of training of graduates of secondary vocational educational institutions [16].

The task of an applied bachelor's degree is to ensure that a student receives a diploma of higher education with a full set of knowledge and skills that are necessary to work in a speciality without an internship. That is why there is very little lecture material in the curricula for the preparation of applied bachelors, and more and more laboratory and practical classes and controlled independent work of the student. It can be noted that the applied bachelor's degree is a modern alternative to primary and even secondary vocational education. The learning process should consist of certain stages. Each of them must meet the standards of education. The author identified the main stages of the life cycle of the development of the learning process. These stages are: analysis of the needs in the learning system and the period of its use in the educational process; formulation and study of these requirements; creation of a model and structure of this process; and development (design) of the training structure. They also include the use of technologies and information resources; selection of the main aspects in the content of training, its

support and provision; and preliminary creation and development of technology. Additionally, they involve the design of teaching tools and methods; initial testing of results; evaluation and identification of areas that should be changed in the content of training; and development and improvement of this process in full. Finally, the stages cover evaluation of achievements and documentation; implementation of the developed methods in the educational process; modernization of the content of the educational process; and termination of the introduction of changes in the content of the training.

The analysis of the research results showed that when developing the content of professional training for applied bachelors, it is advisable to use a classical (step-by-step) model because the disciplines of the basic part affect the formation of stable general cultural and general professional competencies. In addition, the content of the subjects of this part is created for bachelors of one field of study. If we talk about the variable part, where you can find the disciplines of profiling, then it is important to use a cyclic (spiral) model, because the profile subjects are based on unstable and rapidly changing professional requirements. In the process of developing and testing the content of an educational programme, a systematic feedback model or a hybrid model can be used [17; 18].

There are interesting studies where the organisation of training took place in a distance format, which created problems in mastering practical skills. Teachers could individually choose educational services and platforms. The majority of students were satisfied with distance learning using interactive technologies (77-85%), and 75% of respondents believed that the use of webinars and online lectures was optional [19].

The applied bachelor's degree is an important part of the professional educational programme of higher education. The standard period of mastering is 4 years and is aimed at professional practice-oriented training. The purpose of the programmes is to introduce communication between educational institutions and employers, which will improve the quality of higher education in accordance with the requirements of the labour market. Unlike an academic bachelor's degree, an applied one prepares students for practice and helps them master high-tech skills. As a rule, such graduates become professionals in the technical and technological fields of activity. An applied bachelor's degree is important in the economic sector, but it depends on the presence of an employer who knows the machinery and equipment in production, understands the prospects for the development of the company and understands the importance of specialists. Often, after receiving an applied bachelor's degree, you can go to a technological master's degree, but continue to work in production. Programmes of this type of training are more expensive than existing academic bachelor's degree programmes, but this can be settled based on forecasting the need for personnel of a certain orientation and the development of a target order of employers. The main conditions for designing an applied bachelor's degree are partnerships with organisations and enterprises or the presence of a production base in an educational institution [20; 21]. This curriculum provides that a student can get a profession already in the first year. It is also important to have specialised equipment and

personnel that will transfer production competencies to students.

Studying the applied bachelor's degree, it is worth noting a study where available modern achievements of science, technology and technology were used in laboratory work with photons. It has been proven that this ensures the self-assembly of objects, reduces the time spent, improves the quality of measurements, and affects the development of students' interest in a physical experiment [22; 23]. Notably, the results of the study of the process of developing electronic textbooks on the disciplines of the main professional educational programmes of the bachelor's degree in various universities. It is the introduction of these subjects that will allow both internal and external control over the learning process. During the experiment, it was possible to create general requirements for the structure and content of electronic manuals based on the discipline "Design and calculation of power plants", considering the specific features of applied training [24]. It is worth noting the attitude of teachers to the introduction of an applied bachelor's degree. Often fairly new employees who have not worked for more than 10 years in institutions advocate this initiative. The administration and teachers who have worked for more than 15 years are active opponents [25; 26]. In general, staff and teachers are more aware of this process, although opinions are quite different, which will slow down the design stage of a practical bachelor's degree.

Students wishing to start an undergraduate programme in applied sciences must first obtain an associate degree in applied sciences or technology. They will also have to take international tests or an introductory essay. Special programmes include training in such areas as social services, network administration, criminal justice, culinary arts, hotel management and supervision [27; 28]. The studies noted that this bachelor's degree was an innovation and was created by a community college. This programme is based on cooperation between the college and local industry, and cooperation between teachers and employers. Usually, students were trained in interface skills or server-side skills. In college, the study of interface and web development was in different places, and teachers had to collaborate, with industry partners and various departments of the college to create a new applied bachelor's degree [29].

It was also important to study the process of improving the advanced modelling programme in preparing undergraduate students in nursing for professional practice [30; 31]. The results of the programme focused on self-reports on student satisfaction and students' perception of academic performance. Several studies have examined students' perceptions of theoretical (unrealistic) experience and the experience gained during a clinical internship. Satisfaction with training was high among those who worked based on departments. Students could practice what they wanted to understand and what was expected of them during professional practice. There is an identical experiment to evaluate the pharmacological knowledge and computational skills of graduates, which helped to describe their self-esteem and readiness for safe medical care in practice [32; 33]. In addition, the study proposed the features and characteristics of pharmacology in the training of nurses in Flanders and Belgium. In addition to

the test results, which showed that the skills were not sufficiently developed, the students did not consider themselves capable of providing safe medical care to patients.

Analysing the applied bachelor's degree program, it is possible to identify positive aspects: 1) graduates can immediately go to work, but they can also continue their studies with a master's degree; 2) interaction with professionals broadens the horizons of students; 3) applied bachelor's degree programmes are aimed at obtaining specific applied qualifications by students; 4) this type of training will help reduce the problem of shortage of qualified 5) the higher education system will become more flexible [34-36]. It is also worth noting the disadvantages: 1) the applied bachelor's degree is a relatively new form of education and its demand is regulated by a specific employer who is ready to participate in the training of specialists; 2) it is more profitable for educational institutions to cooperate with institutions of primary and secondary professional level.

Conclusions

Thus, it is worth summarising that an important aspect of education has always been high-quality fundamental training of graduates who will be able to critically comprehend the world around them and will strive to learn new things. However, as practice shows, there is a widespread opinion about the expediency of replacing fundamental education with applied (practical). It is with the help of such training that students will be able to master the skills and methods of work in a certain field. It is implied that employers value such employees more because they are already prepared for professional activity.

This article indicates that the author's research has revealed the current legislation, which does not yet sufficiently regulate the process of implementing an applied bachelor's degree, because the status of this training is not identified, and the rules for organising and planning the educational process are not defined. The applied bachelor's degree should be aimed at practice-

oriented training. This can be done with the help of special programmes and advanced training, which can be carried out in the fields of digital economy, nanotechnology and the oil and gas industry. Positive is the establishment of links with large corporate customers. In addition, a lot depends on the employer and teachers, for whom it is important to undergo retraining. This type of education is recommended to be implemented mainly in the training of specialists in technical or technological fields, which determines the thorough approbation of the applied bachelor's degree.

The materials of the author's article can be useful and have theoretical value for students, future education workers and specialists who will be able to obtain a clear qualification focused on a specific employer and improve their practical skills and competencies. Also, this information will be relevant for scientists, educators and teachers who will be able to improve the quality of teaching in educational institutions by introducing new teaching methods and technologies.

It is worth continuing the research and deepening it, prolonging the study of innovative approaches to considering the issue of an applied bachelor's degree in Kazakhstan. The results of this analysis can be used in the further study of pedagogical facts and data. Additionally, it is crucial to analyse the models of developing and creating educational content to optimize the professional training process for applied bachelors. Detailed examination of regulatory legal acts is necessary to ensure effective implementation of practical training. Moreover, the introduction and approval of technologies aimed at enhancing the functionality of the applied bachelor's degree are essential steps forward.

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Conflict of Interest

None.

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До питання проектування освітніх програм прикладного бакалаврату в Республіці Казахстан

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Анотація

Актуальність. Актуальність дослідження зумовлена триваючою модернізацією системи професійної освіти в Казахстані, яка є основою національного освітнього простору. Навчальні заклади повинні виховувати кваліфіковану робочу силу для забезпечення економічного розвитку країни. Міністерство освіти встановило чіткі вимоги до результатів навчання та організаційних умов. Випускники повинні володіти комплексним набором знань і навичок для професійного зростання та затребуваності на ринку праці.

Мета. Ця стаття має на меті обґрунтувати процес розробки освітніх програм для прикладного бакалаврату в Казахстані. Основна увага приділяється створенню програм, які відповідають стандартам Міністерства та готують випускників з необхідними навичками для ринку праці.

Методологія. У дослідженні використано методи аналізу та синтезу, класифікації, дедукції, узагальнення, порівняння підходів. Ці методи допомогли виявити та вирішити ключові проблеми у розробці та впровадженні прикладних бакалаврських програм в університетах.

Результати. У статті описано особливості та переваги прикладних бакалаврських програм, проаналізовано їхній вплив на економічний розвиток та визначено виклики, пов'язані з їхнім впровадженням. Підкреслюється важливість цілеспрямованої підготовки випускників, порівнюються різні аспекти програм і пропонуються рекомендації щодо підвищення якості професійної підготовки. Крім того, в ньому обговорюється законодавча база, відмінності між прикладним бакалавратом і професійно-технічною освітою, а також представлена розроблена програма, спрямована на три кваліфікаційні рівні. Результати дослідження дають уявлення про ефективність цих програм.

Висновки. Результати дослідження є цінними для студентів, освітян та політиків, пропонуючи практичні та теоретичні знання для підвищення якості викладання за допомогою нових методів і технологій. Дослідження підтримує впровадження прикладних бакалаврських програм, підкреслюючи їхню роль у дотриманні освітніх стандартів і задоволенні потреб ринку праці.

Ключові слова: освітня програма; освіта; прикладний бакалаврат; професійні компетентності.