knowledge on different values, including social-cultural values, be presented within the structure of tutorial influence in order to have real forming effect in modern conditions? It is well-known that upbringing is a process of forming a personality, its character, feelings, ethical, and aestetical ideals, culture of behavior. Any upbringing takes place according to social-cultural parameters of a given society and is defined by state policy and institutes of civil society that operate in the studied area. The term «social-cultural upbringing» has been introduced to the scientific use during recent years, and, as scientific definition, it includes all types of upbringing. The goal of social-cultural upbringing is to form and develop skills to carry out social functions of a civilian within a given society, train him to be competent in social-cultural features of his nation and society. Formation of personality, obtaining social-cultural form is a compex process, and many factors participate in it. Regulating contents of social relations in education is an urgent problem nowadays, when social-cultural activity, social environment, and relations suffer from numerous conflicts, and their dependence can lead to negative consequences. During mastering Kazakh and Russian language in school, students will familiarize with cultural achievements of two nations-bearers of these languages that certaily provides for development of their individual and social mobility. The very nature of two linguistic disciplines reviews transition of the accumulated experience of social-cultural achievements in order to help the youth in their self-realization and process of personal socialization. Democratization of Kazakhstan, humanization of relations, assimilation of cultures, integration of countries and societies enriches social-cultural relations with certian uniqueness, influences characteristic of social space that is distinguished by its cultural features. Forming a personality in modern conditions of interaction between cultures and languages actualizes a number of problems of social-psychological, pedagogic, methodical nature. Solving each of the mentioned problems and their realization is linked directly to social-cultural aspect. Multiplicity of subcultures is typical for modern civilized world. Through this variety cultural development of the society takes place, dominant values are formed as well as norms, standards of behavior, spiritual and cultural needs are met. Political, economic, social alterations of recent decades have resulted in linguistic changes. Kazakh language has obtained official status, a new linguistic situation has emerged, and it defines the necessity to form Russian-Kazakh bilinguality in addition to Kazakh-Russian bilinguality. Formation of Russian-Kazakh bilinguality is linked to a number of complications of linguistic, social, psychological, economic, and linguistic-didactic nature. Russian-Kazakh bilingualism implies equal good knowledge of two languages in order to establish an efficiennt bilingual communication. It is important that students of linguistic calsses are able to think, solve certain problems that lead to the process of brainstorming, justify on possible ways to solve these problems in orde to analyze contents of their expressions, so that an idea is placed into central place, and language serves its basic function – formation and formulation of this idea. It is critical that students conseive language as means of intercultural interaction. During recent years attention of linguists, methodists, and practicing teachers is drawn to those features of language that are linked to human factor, pacticularly various aspects of intellectual and emotional life of a person. In this case consideration of social-cultural features of the society plays an important part in formation and development of bilingual personality of a student.

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MODULE APPROACH IN MODERN KAZAKHSTAN EDUCATION

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Science and higher education develop steadily according to world trends in Republic Kazakhstan. In 2010 Kazakhstan became the first Central-Asian state to join Bologna declaration.

Bologna declaration is not only unification of education period and diplomas, but, first of all, introduction of two new basic concepts: module approach towards education and credits into general-European system of education.

Bologna process is a possibility to overcome the settled local general-education stamps and stereotypes that are often justified by reasonings on national identity. At the same time, it is a door for Kazakhstan to exit national creek into the wide bed of international educational competition.

While entering Bologna process, we shall have to prove ideas on «indisputable advantages of our educational system» and the fact that «our graduates are wanted all over the world» to our international partners who are often and reasonably assured of the opposite. It points us to the necessity to improve programme contents systematically, develop new

forms and methods, master modern technologies of transiting knowledge. These measure need to be carried out not «on paper» of «for the report», but in order to stay competitive and hold our students from going to a different (European) university. The fight for consumer's preferences and competition are always healthy for business, and they prove to be most positive in terms of European integration.

Basic points of Bologna declaration (1999) can be broken down to five-six key positions, definition of which has been deepened and developed during the following years at forums of Salamanca, Prague, Berlin. In lapidary expression these Bologna agreements can be summed up as:

1. Levels of education.
2. Accumulative system of evaluating knowledge.
3. Unification of quality standards and increase in mobility.
4. Mutual acknowledge of national degrees by all countries-participants of the process.
5. Provision of the best employment to graduates according to the mastered profession and increase in attractiveness of Kazakhstan educational system.

Nowadays almost all economically-developed countries carry out a transition or have already transferred to realizing module programmes that are based upon competences. This approach is also significant for Kazakhstan, and its introduction can provide for producing qualified labour that is necessary for establishing a competitive economy.

The suggested approach towards module education differs from the traditional block-module method, used in Kazakhstan institutions of education, as complex mastering of skills and knowledge in terms of forming a certain competence that provides for carrying out a specific professional function that corresponds to demands of labour market, takes place within one module. It is important that development and realization of module programmes, based upon competences, implies presence of continuous feedback between requirements of employers and skills and knowledge of employees, as it defines training quality of the latter.

An important feature of module approach, based on competences, lays in flexibility of training programmes, because:

- They provide for individualization of training for each student according to his level of skills, knowledge, and previous education (or professional experience) via combining various modules.
- It is possible to use same modules in different educational programmes (such as safety technique, efficient communication, etc).

Other advantages of module programmes, based on competences are:

- As requirements of labour market alter, necessary changes can be quickly introduced into modules, or new separate modules of a programme can be replaced.
- Different training courses can be formed of various modules depending on demands of students and their initial level (in other words, skills, knowledge, and experience, received from the graduation or professional activity).

It is important to outline that implementation of module approach towards forming programmes allows an institution to be in possession of an intellectual resource, this fact excludes the dependence of module realization on presence or absence of a tutor as methodic and materials can be mastered by a different specialist.

Module programmes, based on competences, influence only professional components of an educational progamme and do not refer to general disciplines that are taught via traditional methods.

A central concept of this approach is the idea of competence that is defined as an ability to implement knowledge, skills, relations, and experience in everyday and new professional situations.

Thus, key aspect of a competence is an ability to carry out a certain activity, usual or new, according to organic integrity of skills, knowledge, experience, relations, etc.

Three basic competence types are outlined:

1. Technical/professional competences that refer to the area of professional activity.
2. «Mobile» competences that refer to social, communicative, methodical, or other competences that are required for an efficient professional activity in terms of different professions and fields of activity.
3. New basic (key) competences/skills that complement traditional key competences.

According to institutions of education that have taken module programmes into realization, their advantages are obvious and consist of:

– Ability to formulate goals and objectives of education clearly.
– Increase in training efficiency.
– Simplification of education process management.
– Broadening target groups of trainees.
– Increase in efficiency of personal activity and responsibility of trainees and tutors.
– Real individualization of training process.
– Increase in level of interaction between students and tutors/masters of productive training.
– Real preparation of students for their future professional activity.
– Increase in trust of social partners.
– Increase in flexibility of training programmes.
– Formation of productive culture within an institution.
– Formation of standard, objective, independent conditions of evaluating quality of mastering training programmes.

Thus, educational programme, structures into modules, must be clear and available for all users, and, first of all, students. A complete set of methodical documents should be developed for each module. They should include: TMC (training-methodical complex) of a module, TMC of separate disciplines, TMT (training-methodical textbook),

methodical guide for students and methodical recommendations for tutors. Module approach in complex with innovative technologies must provide an efficient solution of strategic problem of applied professional training – formation of professionals who are ready for active and creative operation.

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EDUCATIONAL AND RESEARCH COMPETENCE – THE BASIS OF LIFELONG LEARNING

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A strategy of the Volgograd state medical university aims to transform the university into a modern innovative center and it is realized in accordance with the Program of innovative development for 2013–2017 [2]. The progress along this path means involvement of each employee and a university student into the process of continuous education – «lifelong learning». It implies the relevance of educational and research competence development in students of medical university in the initial stage of vocational training.

Educational and research competence focuses the key trends of modern pedagogy – lifelong learning and competence-based approach as the basis of professionalism. At the same time this kind of competence is not emphasized in the Federal State educational standards for the specialties of a higher medical educational establishment. Thus educational and research competence will be formed not on the basis of the mastered educational and research competence, and while mastering of its elements presented in other competences.

Traditionally, higher education establishments focus upon the development of research competence, assuming that students have mastered the universal educational and cognitive skills at high school. However, as our studies have shown, this statement is true not for all the students. The analysis of the factors which impair the learning process, from the perspective of a student and an instructor, showed that a weak link in the initial stage of vocational training is reflexive and evaluation activity of students [1]. At the same time the development of educational and research competence of students is often not the aim of the educational process of a specific department, and it is carried out in a background mode and is not reflected in the regulations and guidance documents. While designing the technology of educational and research competence development in students, along with developing methodological regulations, theoretical and process models, we paid special attention to motivation of conscious development of this competence in students by means of reflexive evaluation. The algorithm of reflexive evaluation fulfillment is tested at the Departments of Physics, Chemistry, Biochemistry with a course of Clinical Biochemistry, Department of Social Work with a course of Pedagogy and Educational Technologies of the Volgograd state medical university. The proposed approach of reflexive evaluation skills development in students was integrated into the system of educational activities of the department and therefore was perceived by medical students not as artificially created additional difficulties, and as a natural channel of feedback. An essential component of the technology is the use of the principle of a double goal-setting developed by us. It means that in the classes the educational goal is presented to a student in the guidelines, and the purpose of improving the academic skills is defined by the student independently, as well as the self-assessment of the achieved result which is carried out further. Already in the first years of study students have to pass consistently from educational and research activity (performing educational projects), and research laboratory works to research activity in scientific societies of the Departments integrated into the Scientific Community of Students and Young Scientists. And also the technology of educational and research competence development involves personality-oriented approach and assistance to every student in improvement of poorly mastered educational skills.

We believe that the involvement of students in conscious development of educational and research competence and the systematic use of reflexive evaluation for this purpose is a resource which enhances the quality of learning process (and, therefore, the quality of education), promotes professional and personal development of a future specialist and becomes the basis for lifelong learning.

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