

NEW PARADIGM FOR ENSURING THE QUALITY OF EDUCATION

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ABSTRACT. The article discusses issues of quality of education in the context of new challenges - the introduction of artificial intelligence and new technologies. The study is devoted to the study of the concept of education quality paradigm, the emergence of artificial intelligence in teaching and its impact on the development of the education system.

The purpose of the article is to determine modern approaches and methods for creating modern guidelines for ensuring the quality of education in the context of the development of artificial intelligence. The research methodology is based on methods of external evaluation of educational programs and priorities for ensuring the quality of education in the context of the introduction of artificial intelligence and new technologies. The main approaches of the study are: methods of theoretical analysis and assessment of the implementation of artificial intelligence in training, methods of comparative analysis of the quality of graduates' training for the labor market.

KEYWORDS: quality of education, paradigm, human resources, international accreditation.

БІЛІМ САПАСЫН ҚАМТАМАСЫЗ ЕТУДІҢ ЖАҢА ПАРАДИГМАСЫ

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АҢДАТПА. Мақалада жаңа міндеттер – жасанды интеллект пен жаңа технологияларды енгізу жағдайында білім сапасының мәселелері қарастырылған. Зерттеу білім беру сапасы парадигмасы тұжырымдамасын, оқытудағы жасанды интеллекттің пайда болуын және оның білім беру жүйесінің дамуына әсерін зерттеуге арналған.

Мақаланың мақсаты – жасанды интеллектті дамыту жағдайында білім беру сапасын қамтамасыз етудің заманауи әдістемелік нұсқауларын құрудың заманауи тәсілдері мен әдістерін анықтау. Зерттеу әдістемесі білім беру бағдарламаларын сыртқы бағалау әдістеріне және жасанды интеллект пен жаңа технологияларды енгізу жағдайында білім

сапасын қамтамасыз етудің басымдықтарына негізделген. Зерттеудің негізгі тәсілдері: оқытудағы жасанды интеллектті енгізуді теориялық талдау және бағалау әдістері, еңбек нарығы үшін түлектерді дайындау сапасын салыстырмалы талдау әдістері.

ТҮЙІН СӨЗДЕР: білім сапасы, парадигма, адам ресурстары, халықаралық аккредитация.

НОВАЯ ПАРАДИГМА ОБЕСПЕЧЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ

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АННОТАЦИЯ. В статье рассматриваются вопросы качества образования в условиях новых вызовов - внедрение искусственного интеллекта и новых технологий. Исследование посвящено изучению понятию парадигма качества образования, появлению искусственного интеллекта в обучении и его влиянию на развитие системы образования.

Цель статьи - определить современные подходы и методы для создания современных ориентиров обеспечения качества образования в условиях развития искусственного интеллекта. Методология исследования основана на методах внешней оценки образовательных программ и приоритетах обеспечения качества образования в условиях внедрения искусственного интеллекта и новых технологий. Основными подходами исследования являются: методы теоретического анализа и оценки внедрения искусственного интеллекта в обучение, методы сравнительного анализа качества подготовки выпускников для рынка труда.

КЛЮЧЕВЫЕ СЛОВА: качество образования, парадигма, человеческие ресурсы, международная аккредитация.

INTRODUCTION. In modern conditions, education faces numerous challenges caused by digitalization, the rapid development of new technologies and the introduction of artificial intelligence.

The world is witnessing a transition to a new paradigm of quality assurance in education, where the emphasis is shifting to flexibility, internationalization and innovative approaches. These changes require a revision of traditional methods and quality assurance systems, in order to create a modern educational environment that must meet the requirements of society and the labor market.

Currently, it is important not only to adapt best practices, but also to introduce new

mechanisms that contribute to the integration of education into the international context. Therefore, quality assurance of education is a priority of the national policy of any state.

Today, artificial intelligence is becoming key in the educational environment, opening up new horizons for learning. The implementation will not only improve the education quality, but also adapt the learning processes individually to the needs of students.

Artificial intelligence provides more opportunities for student-centered learning, including interactive learning platforms, chatbots, and various algorithms that are used to analyze data and improve the education quality.

However, there are also problems in using artificial intelligence in teaching. One of the main ones is the lack of data for training artificial intelligence, the risk of technical failures and incorrect interpretation of data, etc.

At the same time, there are advantages as a teaching tool. For example, the benefits of artificial intelligence include increased efficiency, the availability of personalized training, and, of course, the ability to automate tasks.

However, there are disadvantages: dependence on technology and the need for constant software updates. Therefore, it is important to find a balance between using new technologies and maintaining human interaction in learning.

Therefore, artificial intelligence has the potential to significantly change the architecture of the education system, promoting more effective learning and quality assurance.

Today, one of the important factors in quality assurance of education is internationalization. The development and implementation of joint educational programs with foreign universities, the expansion of academic exchanges and the implementation of joint projects help students gain new knowledge and teachers gain experience, which enriches the educational process and increases the prestige of universities in the international arena.

In the era of digital transformation, developing digital competencies creates opportunities for new quality assurance approaches. At the same time, the flexibility of educational programs and the possibility of individualized training become the guideline.

Microqualifications are becoming a special tool for training personnel in rapidly changing conditions, which open up opportunities for advanced training and acquisition of new competencies and skills.

As is known, external assessment of educational organizations and educational programs by independent agencies is currently of great importance.

In this regard, the role of international accreditation is increasing as a driver of innovative development and a key mechanism for quality assurance of education, facilitating the introduction of innovative teaching methods and technologies.

MATERIALS AND METHODS OF RESEARCH.

The concept of a paradigm, according to philosophers, was first proposed by Plato in the dialogue "Timaeus," which was written in the 360s BC.[1] The Platonic educational paradigm is the basis of a theoretical synthesis, the elements of which include the ancient tradition, Socratic dialogue and the Pythagorean essence of education based on mathematics, designed to clear the brain of unnecessary ideas.[2]

American scientist Thomas Kuhn coined the term "paradigm" and described it as a scientific process, an established set of beliefs and values that is characteristic of the scientific community.[3] Thomas Kuhn introduced the idea that research is always conducted within the current, generally accepted paradigm.[4]

Thus, according to our research, conducting a comparative analysis, the quality assurance paradigm is the structure of currently necessary assumptions and concepts that give an idea of the real state of the education quality in higher education institutions.

In this regard, quality is determined by the needs of stakeholders, their expectations and customer satisfaction. Quality assurance of education is a continuous process. B. Jessop proposed to consider quality as a measure taken for improvement. [5]

Therefore, a key foundation of the quality paradigm is continuous improvement, and universities must strive to continuously improve learning processes and enhance the education quality to meet changing customer needs and stay ahead of competitors.

The educational quality paradigm is an important component of the authority of any university, since it must guarantee high-quality educational services that must meet the needs of stakeholders. By adopting the idea of a strong quality paradigm, universities can increase graduates' competitiveness and visibility in the international educational space.

At the same time, to improve the education quality in modern conditions, artificial intelligence and the introduction of new technologies into the educational process are becoming important.

The concept of "artificial intelligence" was first introduced by John McCarthy in 1956 and received the title "father of artificial intelligence", and Raja Reddy is considered

the founder of Indian artificial intelligence, who made great contributions to research in artificial intelligence education in both India and the United States. [6, 7]

However, artificial intelligence entered India thanks to the work of Professor H.N. Mahabala in 1960. Later, US professor emeritus of Princeton University John Hopfield, aged 91, and 46-year-old professor emeritus of the University of Toronto, Geoffrey Hinton, laid the foundations of modern artificial intelligence. They are pioneers of computer-assisted learning and received the Nobel Prize in Physics for their fundamental discoveries and inventions that enable computer-assisted learning using artificial neural networks. [8, 9]

RESULTS AND THEIR DISCUSSION.

It is important to note that international accreditation of the Independent Agency for Accreditation and Rating not only confirms the compliance of educational programs with international standards, but also stimulates the updating of educational content. This leads to the creation of a more flexible educational environment that can quickly respond to changes in the labour market.

External accreditation mechanisms serve as the basis for the formation of internal standards of educational institutions, which contributes to the self-development of universities and increasing their competitiveness.

The Independent Agency for Accreditation and Rating (IAAR) was created in 2011 with the aim of improving the quality assurance system of education, carries out international accreditation according to world standards in 15 countries and makes a significant contribution to the development of the educational system not only of the Republic of Kazakhstan, but also of the countries of the Eurasian continent and brings universities to the world level.

Currently, the IAAR accredits over 270 educational organizations, more than 5,000 educational programs, including more than 500 medical educational programs.

In Kazakhstan and the countries of Central Asia, the Agency has accredited more than 230 educational organizations and 5,209 educational programs.[10]

Today, modern universities should be guided by the principles of autonomy and academic freedom and promote educational services for

export. It is therefore important that graduates' diplomas are recognized everywhere. The IAAR, being a full member of international networks, provides such recognition of diplomas accredited by the Agency educational programs.

CONCLUSION. The main priorities for the further development of education facing the education systems of the Eurasian region are:

1. Development and integration of modern technologies, including adaptive methods, artificial intelligence and simulation learning platforms to personalize learning and improve the quality of education.

2. Continuous provision of professional development of teaching staff, based on innovative teaching methods and new scientific achievements, which will directly affect the further education quality.

3. Active development of practice orientation, based on providing students with real experience and skills necessary for work.

4. Development and implementation of ethical standards for information security and standards for the use of artificial intelligence.

5. Organizing and conducting continuous monitoring and assessment of the education quality to obtain feedback from students and employers and regularly identify and eliminate problems, as well as adapt educational programs to the needs of the labor market.

Thus, solving the above problems will help the education systems of the Eurasian countries to become more adaptive, high-quality and meet the new requirements of society, as well as improve the education quality, ensuring higher standards and the integration of universities in the Eurasian region into a single educational space.

Therefore, a new paradigm for quality assurance of education, integrating innovative approaches, will contribute to the creation of a more effective and flexible educational environment that meets the challenges of the time, opening up new horizons for the development of higher education.

This will effectively improve the quality of graduates training, their relevance and competitiveness in the labor market, which means it will create resource potential for the effective growth of the economies of the Eurasian countries.

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