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Analysis of IQAA

'The state of education in Kazakhstan: challenges and opportunities' ^ "

Development of distance educational in Kazakhstan should should be considered ^^ * a comprehensive response to external challenges, as well as one of the key processes in the modernisation of the education system ^^^^^. The transition to digital and blended forms of learning involves not only the availability of teaching materials but also the organisation of the educational process. W^ teaching, the degree of the student's of the student, forms of communication, mechanisms for evaluation and requirements for university IT infrastructure.

The value of the LQAA thematic analysis lies in the fact that distance learning is examined in a comprehensive manner — through regulatory conditions, inter-regional universities in Olyt and Kazakhstan, **technological** capabilities and **systemic limitations. Taroït ^** o^ called for **a move away from a simplistic understanding of online learning, which had previously been framed in**

the question: Gtri **under conditions can format actually ensures quality. in line with traditional education.**

In the context of system of higher education, this issue is of particular relevance.

8H0 MMb5T STATISTICAL FNOŠ8LBNY0 #FZLNCHIYA, NOODNNH8HO8MY Vyn' tspfroVOY **infrastructure. The extent to which students can access the internet and devices. And the varying levels of readiness among teaching staff to work in an online environment. Therefore,** distance learning not only opens up new opportunities for expanding access to education but will also create the conditions for an educational egalitarian system. Analysis clearly shows that these issues require not piecemeal solutions, but a comprehensive institutional approach.

A significant aspect of the material is the emphasis on normative regulation of educational обучения. Важно, что дистанционный формат рассматривается не как универсальная замена очному education, as a tool that must be applied taking into account the specific nature of training programmes, the practical content of educational curricula and the requirements for graduates' professional competences. This approach is particularly relevant for programmes where laboratory, clinical, teaching or industrial practice cannot be fully replaced by online tools.

In essence, this raises one of the main issues of digital transformation in higher education: the mere presence of digital tools does not yet guarantee a high-quality digital educational environment. For this,

high-quality e-learning courses, interactive assignments, real-time communication with students, clear assessment criteria, academic integrity, technical support and continuous monitoring of student engagement. Without these conditions, the online format can become a mere formal delivery of information without sufficient educational impact.

One particular example of this problem is the issue of the teacher's role. In the digital environment, the teacher must act not only as a source of knowledge, but also as a facilitator of the learning process, a moderator of online interaction, a developer **of** digital **content and a catalyst** for students' active learning. Therefore, the professional development of teaching staff in the field of digital technologies, including soft skills, working with e-learning platforms, and the use of digital tools in the teaching process

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Не менее важной является тема академической честности и объективности оценивания. Онлайн-

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portfolio and other forms of assessment, which enable to check »•

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of the material, but it is not sufficient to achieve the desired results of the training. In this regard, distance

education, the transition from formal learning to more form of
оценке компетенций.

Перспективная часть анализа показывает, что будущее дистанционного образования связано не с
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виртуальных лабораторий, образовательной аналитики, искусственного интеллекта и очных форм практической подготовки. Такой подход позволяет сохранить сильные стороны традиционного обучения и одновременно использовать преимущества цифровой среды: гибкость, доступность, персонализацию и расширение академической мобильности.

Для вузов практическая польза данного анализа возможности провести внутреннюю
zoopsr readiness for academic and practical training. The university's role is to—
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preparation of the floor, cleaning - the effectiveness of feedback and ‹kits
m‹h stability, stability• of infrastructure, the
assessment of the quality and effectiveness of the training programmes and the implementation of the training outcomes.

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yaainpkh on the results of training in the aforementioned, in various formats. For
example 6s bm takvp pjmy«mviръ case zueoa, me yanstayakyonme
tehyao yaogni priveyan to a passionate introduction to education, the course is
explained, and comprehensive analysis, which is intended to help students develop their own thinking or improve their understanding of the subject matter. This course would not only cover the topics listed, but would also focus on
доказанные успешные решения.

such a scope, the thematic focus of the LQAA 'Vocational Education and Training: Programme
and prospects for the development of higher educationдля . Its significance
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These criteria may be applied to the use of the aforementioned digital and print o6y yuina, modern technology
вузами при разработке
образовательных программ и укреплении внутренней системы обеспечения качества.

3. Конш к‹n»ьu am.

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