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РАЗВИТИЕ МЕНЕДЖМЕНТА ОБРАЗОВАНИЯ В РЕСПУБЛИКЕ КАЗАХСТАН НА СОВРЕМЕННОМ ЭТАПЕ

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Проблема и цель. В статье приводятся результаты исследований, проведенных в рамках реализации международного проекта TEMPUS IV «Модернизация и развитие учебных программ по педагогике и управлению образованием в странах Центральной Азии (EDUCA)». В статье анализируется современное состояние менеджмента образования в Казахстане, дана характеристика достижений и проблем в этой области. Целью статьи является определение и решение проблемы развития менеджмента образования в Казахстане.

Методология: анализ научной литературы по проблеме исследования, анкетирование, интервьюирование, методы математической статистики.

Результаты. В рамках проведенного исследования установлено, что в настоящее время в Казахстане отсутствует единая методологическая платформа подготовки менеджеров образования, несмотря на то, что существует большая потребность в специалистах такого уровня. Представлены предложения по совершенствованию образовательных программ за счет учебных модулей, позволяющих формировать профессиональные компетенции, которые также были определены на основе анкетирования руководителей разных уровней. Дана характеристика модульной образовательной программы подготовки магистрантов по специальности 6М010300 – Педагогика и психология со специализацией «Менеджмент в образовании», которая разработана совместно с зарубежными специалистами. Подчеркивается, что разрабатываемые на основе международного опыта образовательные программы, ориентированные на реальные региональные потребности, обеспечат их устойчивость и востребованность у абитуриентов, и как следствие – обеспечение системы образования квалифицированными управленческими кадрами.

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Заключение. Делаются выводы о том, что результаты проведенных исследований позволили внести изменения в структуру подготовки менеджеров для системы образования, сформировать новый подход к подготовке педагогических кадров на основе многоуровневой системы с различными возможностями построения траектории развития карьеры в системе образования.

Ключевые слова: менеджмент образования; модульная образовательная программа; модернизация учебных программ; профессиональные компетенции; управленческие кадры; педагогические кадры; подготовка магистрантов.

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Development of management education in Kazakhstan at the present stage

Abstract

Introduction. *The article presents the results of research carried out in the framework of the international project TEMPUS IV Modernization and development of degree programs in education and education management in Central Asia (EDUCA). The article analyzes the current state of the education management in the republic, describes the achievements and problems in this area. The aim of the article is to identify and solve the problem of education management in Kazakhstan.*

Materials and Methods. *Methodology of the study includes analysis of scientific literature on the research problem, questioning, interviewing, and methods of mathematical statistics.*

Results. *The main results indicate that currently there is no unified methodological platform for degree programs in education management, despite the fact that there is a great need for professionals with management or leadership expertise within special education. The authors presented proposals aimed at improving degree programs by means of introducing modules which allow to form professional competencies, which have been identified on the basis of questioning the heads of education settings. The article characterizes Master's degree program 6M010300 – Education and Psychology (Education Management), which was designed in cooperation with foreign experts. It is emphasized that degree programs designed on the basis of international experience, focusing on real regional needs, ensure their sustainability and the demand from entrants, and as a consequence – the provision of the education system by qualified managerial staff.*



Conclusions. *The authors conclude that the results of the research can contribute to changing the structure of education managers training, and introduce a new approach to teacher training based on multi-level system with various career opportunities in education.*

Keywords

Education management; Modular degree program; Curricula modernization; Professional competencies; Managerial staff; Teaching staff; Training graduate students.

Introduction

The modern system of higher education is going through a transformational period. Governments and higher education institutions of the world are making substantial efforts to cope with increasing pressures associated with international competitiveness¹ [1–5]. It leads to the development of new strategies that give to governments and universities to develop science, to introduce innovative technologies, to increase the potential and attractiveness of the national education systems [6–11]. In Kazakhstan, despite the difficulties encountered, in general effectively implemented the strategies of development of higher education as a priority to ensure the effective development and competitiveness of the country's economy. The level of the development of education is one of the main indicators of human development in the country, because our the most important goal is education of Kazakhstanis of new formation and transformation of Kazakhstan into a country with competitive human capital. Integration of Kazakhstan's higher education in the European educational space is provided by the successful introduction of mandatory, recommendatory and facultative parameters of Bologna process. There is an active search for new ways of positive change in the professional educational space of Kazakhstan [12–14]. Innovative activity

of universities in the country is implemented in the framework of targeted government support the development of science, innovation and commercialization of research. The foundations of research and innovation system are created, the centers of commercialization of scientific research results are opened in 13 universities, the student business incubators are created in 4 universities². The regulatory and legal base is developed which regulates the content and mechanisms of realization of the country's educational policy. For example, in the Law of the Republic of Kazakhstan «About Education»³, one of the main principles of the state policy in the field of education specifies the democratic nature of education management, transparency of the education system. The second chapter of the document is devoted to the management of the education system and determines the competence of the Government of the Republic of Kazakhstan, the authorized body of the local representative and executive bodies in the field of education, information support of education system management bodies, the state guarantees in the area of education, language training and education.

Thus, the state policy of Kazakhstan in the sphere of education is a set of activities covering changes to the structure, content and technologies of education and training, organizational and legal

¹ Tasić I., Tubić D., Tasić J., Mitic T. Management theories in education. *I International Symposium Engineering Management and Competitiveness 2011 (EMC2011)*. Zrenjanin, Veternik Publ., 2011, pp. 325–328; Jevschek M. Competencies of process managers. *Journal of Universal Excellence*. 2016, no. 1, pp. 13–29.

² *National Report on the Status and State of Development of Education of the Republic of Kazakhstan* (2014). Astana: JSC «IAC», 2015. 273 p. <http://icrov-pvl.gov.kz/files/blogs/1441272992482.pdf>

³ *The law of the Republic of Kazakhstan «About education»*. Almaty, 2007. <http://www.zakon.kz>



forms of subjects of educational activities, financial and economic mechanisms, and, of course, in the system of education management.

The planned implementation of these measures has allowed, as was noted in the annual UNESCO World Report «Education for All 2000-2015: Achievements and Challenges», since the signing of the Dakar agreements to achieve substantial progress in implementing the Education for All goals. For 10 years, from 2005 to 2015, ranking in the EDI (Education Development Index / Development Index) Kazakhstan improved its position on 31 points, up from 39 seats to 8. The best result was achieved in 2009, when Kazakhstan took the leading position among the 129 countries of the world. Since 2007, Kazakhstan is among the group of countries with high index of education development⁴.

Management issues in the field of education are inextricably linked to the social, economic and political transformation of society that determines their relevance. Modernization of control in education is a prerequisite for the formation and development of the current system of education as a social institution, adequate pressing needs of modern society^{5 6} [15–16].

Across the republic management efficiency in the field of education is to smooth functioning of all educational institutions and administrative structures of national and regional importance to ensure high quality education in the real economy through the implementation of the idea of continuous education and effective monitoring, ensure access to education, improving educational tech-

nologies and the introduction of advanced experience, expanding the range of educational services, updating the content of educational programs in accordance with the actual demands of the consumers (students, employers) and the priorities for the development of society.

The effectiveness of educational institutions, training of competitive specialists determined the professional preparedness of managerial staff and their ability to identify and exploit the capabilities of each, see the existing ties and interdependence between them, the development trend of managed objects. The head of any educational institution in terms of innovative governance should be an expert who has reached a high level of professional development, having the ability to set goals of professional activity and to solve them in accordance with their own views and attitudes, which are based on recycled in the minds modern achievements of management, advanced experience of domestic and foreign educational organizations⁷ [17–19]. This is dictated not only by changes in the Kazakhstan education system, under the influence of the global educational space, but by the need to change attitudes towards the professional competencies of management staff of educational organizations, in connection with the new requirements to the qualification of the heads of such organizations.

In fact, today, the biggest problem is the availability of trained managers of educational institutions. Training of professionals of this level in most regions is not conducted. Students of higher education institutions, as a rule, become familiar with the basics of management in education

⁴ National Report on the Status and State of Development of Education of the Republic of Kazakhstan (2014). Astana: JSC «IAC», 2015. 273 p. <http://icrov-pvl.gov.kz/files/blogs/1441272992482.pdf>

⁵ Monga O. P. *Leadership Theories And Educational Management: An Insight*. June 2015. <https://www.researchgate.net/publication/281720218>

⁶ Simonov V. P. *Pedagogical management: know-how in education*. M.: Higher education, Urait 2009. 368 p.

⁷ Huber S. *Preparing School Leaders for the 21st Century: An International Comparison of Development Programs in 15 Countries (Contexts of Learning)*. London: Routledge Falmer, 2004. 392 p.



within the framework of elective courses of undergraduate programs, graduate and doctoral programs. Supervisors, teachers and employees of educational institutions have an opportunity to get some administrative competencies within the training and retraining courses. However, analysis of the training institutions shows that up to 2011 training system was not subjected to reform. Naturally, over the years a number of problems is accumulated requiring urgent solutions to the current period of training modernization. In order to reform the system of professional development education employees, in 2012 the JSC «National Centre of Excellence «Orleu» was created. The strategic activities of the National Center are: creation of a new system of professional development of teachers; modernization of the content of training and education of employees on the basis of the best Kazakhstani and international experience; the development of innovative training system of teachers of pedagogical specialties of higher educational institutions and colleges; creation of conditions for effective functioning of the training system to ensure the quality of education⁸.

Since 2012, the country has successfully implemented a three-level training program of teachers developed by AEO «Nazarbayev Intellectual Schools» in collaboration with the Faculty of Education, University of Cambridge. The innovative aspect of this project is a tiered approach to training. Program levels are differentiated according to the volume and complexity of the studied material, the scale of the use of the knowledge gained in the «class of school-community» system. In this program, the first (advanced) level aims to prepare school leaders who can teach new

techniques professional community of teachers. The priority areas of teacher training of pre-school education and training identified:

- the mastering and implementation of state educational standards and educational programs;
- new content and methods of early development of children;
- the development of polylinguism and inclusive education⁵.

The educational market of Kazakhstan (kindergartens, schools, primary, secondary, vocational and higher education) needs professionals who have the necessary pedagogical and management skills. Thus, there is a contradiction between the increasing demands of the state and society towards a sustainable and innovative development of educational systems and the willingness of managers to effectively manage this process. Proof of this are the results of research conducted by the Kazakhstan scientists in the field of management in the sphere of education and training of middle and higher education in the Republic of Kazakhstan on improvement of management in the sphere of education, for example⁹ [20–25]. The organizational basis of these studies and conducted on the basis of the reform is the State Program for Development of Education of the Republic of Kazakhstan for 2011–2020¹⁰. This policy document of the country in the number of weaknesses of modern Kazakh education system identified: the low status of the teaching profession; insufficient quality of teacher training; shortage of qualified teachers; weak development of management in education; insufficient devel-

⁸ *The development strategy of JSC «National Centre of Excellence «Orleu» 2012–2020.* <http://labs.orleu-edu.kz/Home/Strategy>

⁹ Shkutina L. A., Tsoi V. I. Methodological approach to competitiveness of education management. *Herald of Karaganda University. Education Series.* 2007, no. 2, pp.

43–48; Shkutina L. A., Sankhaeva A. N., Konkhasheva U. M. The content of administrative activity in educational organizations. *Herald of the L. N. Gumilyov ENU.* 2015, no. 3, pp. 411–416.

¹⁰ *The State Education Development Program of Kazakhstan for 2011–2020.* www.edu.gov.kz



opment of the system of public-private partnership in education; weak development of informatization of education. To solve these problems defined program activities, including the formation of state-public education management system, improvement of management in education, including the introduction of principles of corporate governance, improvement of the system of monitoring education development, including the creation of a national education statistics in accordance with international requirements.

Within the framework of solving the problems of renovation of pedagogical training system, including highly qualified managers of the education, the working group of the Academician E. A. Buketov Karaganda State University took part in the international project TEMPUS IV «Modernization and development of training programs in pedagogy and education management in the countries of Central Asia (EDUCA)».

Preliminary analysis carried out in the framework of the research project has shown that the ongoing educational reforms in the country aimed at the adaptation of teacher education to international standards, already have a number of major achievements, which include the following:

- entrance into the European educational space, implementation of the principles of the Bologna Process, transition to the three-level system of training – Bachelor, Master, Doctorate PhD;
- increase in the number of students who want to get a quality higher education, including in the framework of the scholarship program «Bolashak» and other scholarship programs;
- the development of academic mobility of students, teachers, employees of higher educational institutions;

- the functioning of the National System of Education Quality Assessment on the basis of external evaluation of educational achievements of students (TDMA), including an assessment of the quality of educational services and the level of mastering by students of educational programs;

- the development of measures to improve the attractiveness of higher education for foreigners. Currently index of the attractiveness of higher education for international students remains low, providing Kazakhstan only 44 place in 2014 (by World Competitiveness Ranking IMD / IMD World Competitiveness)¹¹;

- the introduction of a system of accreditation of educational institutions;

- the widespread use of information and communication technologies;

- the introduction of a new classification of higher education institutions: national research universities, national universities, research universities, universities, academies and institutes;

- creation of conditions for the introduction of 12-year-old model of secondary education;

- the opening of the Nazarbayev Intellectual Schools;

- operation of specialized schools for gifted children with training in three languages and preparation staff for them.

However, as noted above, there are relevant issues related to the preparation of highly qualified teaching staff and administrators of educational institutions in the graduate program of doctoral studies, the implementation of an external quality control of education; absence of regulatory framework and targeted training of teachers to work in the 12-year schools; poor quality of educational services provided by small schools; insufficient development of inclusive education. There are problems with the formation of a three-

¹¹ *National Report on the Status and State of Development of Education of the Republic of Kazakhstan* (2014).

Astana: JSC «IAC», 2015. 273 p. <http://icrov-pvl.gov.kz/files/blogs/1441272992482.pdf>



tier structure of training teachers on the basis of the competent approach and conduct the relevant documentation, the use of ECTS system and other principles of the Bologna process. In some universities, students of pedagogical specialties are trained in educational programs based on the outdated paradigm of education is not oriented to meet the needs of the labor market and the students themselves. One of the most pressing is the problem of lack of education management professionals who have not only the experience of pedagogical work, but also the skills of effective management of the educational institution. Training of professionals of that level in most regions is not conducted. Thus, the actual task is changing paradigm of education, the use of competent approach in education.

Materials and Methods

In order to explore this issue in the framework of the international project EDUCA of TEMPUS program for the study of the status of this problem have been developed questionnaire and methodology of the analysis of the region's needs for specialists in the field of management education, conducted a study with the participation of representatives of the Ministry of Education and Science of the Republic of Kazakhstan, Management of education of Karaganda region, non-profit organization «Independent agency for accreditation and rating», institute of advanced training and retraining of education employees, managers and teachers of higher educational institutions, colleges, schools, including those that train specialists in undergraduate and graduate programs 5B010300 / 6M010300 – Pedagogy and psychology. As a research method was chosen survey of teachers and managers of low- and mid-level, which include heads of departments, heads of chairs, methodologists of educational institutions and interviews with senior managers, which include heads of educational institutions, heads of

departments of the Ministry of Education and Science, education management. Representatives of 10 public and 3 private institutions participated in the survey and interview. The total number of respondents – 90 people (65 people participated in the survey, 25 – in interview).

The main objectives of the survey and interviews were:

- identification of potential job opportunities for university graduates in the direction of Management in education;
- definition of the necessary competencies for heads of educational institutions and organizations;
- identification of the training needs of managers in the framework of advanced training and retraining programs.

Results of the study

The study allowed to:

- define the competencies expected of graduates of the developed educational program;
- identify educational needs.

If you pay attention on several issues in details conducted by the questionnaire and interview, it can be noted that the majority of respondents consider that the current training programs for specialists of pedagogy and psychology meet the state compulsory educational standard of the Republic of Kazakhstan, also the needs of education and society. However, there are several views of the necessity to complement the program disciplines with applied nature and increase the number of practice in order to consolidate the theoretical knowledge and acquire skills of professional activity (fig. 1, 2).

As it can be seen from presented in the figures 1, 2 diagrams, the respondents provided proposals for developing the educational programs due to training modules that allow forming the professional competence.

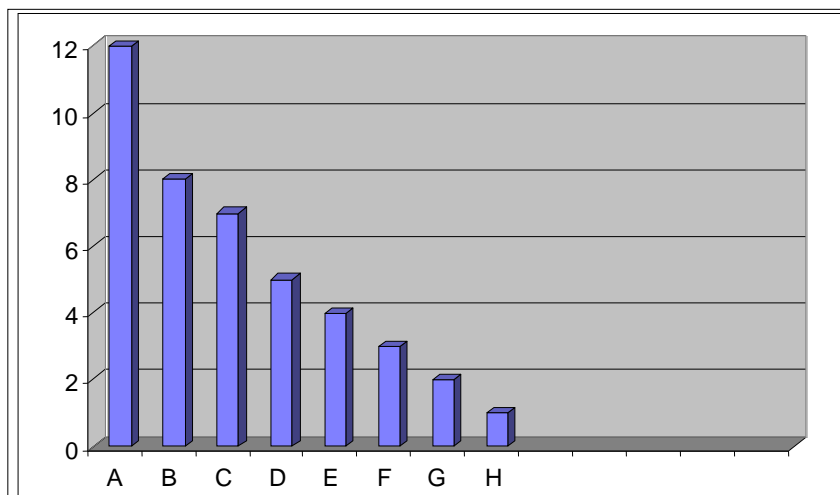


Fig. 1. Proposals for developing the educational programs of training specialists of pedagogy and psychology

A – the content of disciplines to focus on the formation of practical skills. B – not to reconsider. C – to increase the number of hours and types of practice. D – to increase the number of majors. E – to expand the component by choice; provide the autonomy to universities. F – to orient the disciplines on formation of professional and personal qualities. G – to maintain the continuity of the components; increase the number of hours of foreign language; engage practitioners to develop educational programs. H – the programs provide the formation of communicative culture; communication skills; theoretical knowledge; implement the continuity of educational programs by levels; the connection between theory and practice; make better use of modern educational technologies of training; use the experience of foreign countries; include specialization.

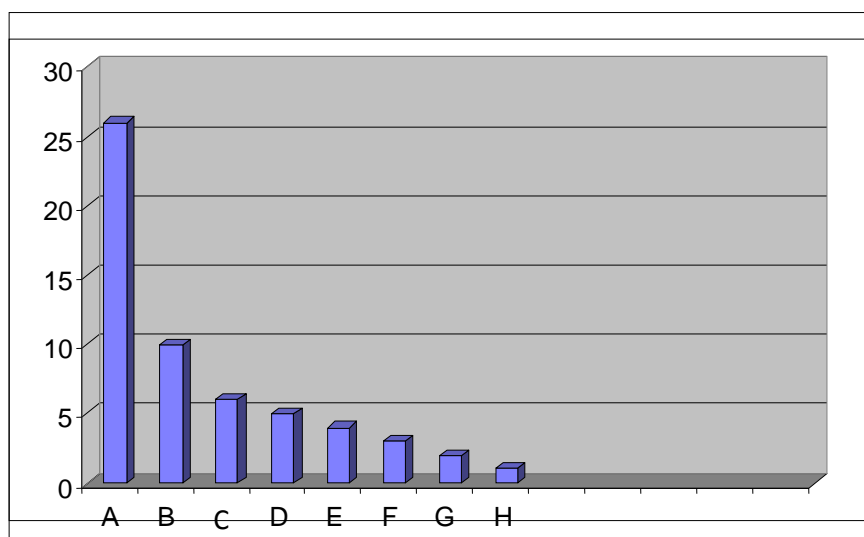


Fig. 2. Priority directions of training specialists of pedagogy and psychology

A – the formation of professional competencies. B – hard to answer. C – practical component. D – the humanization of education. E – the formation of managerial competencies. F – the usage of informational technologies; foreign experience; the formation of research competencies. G – to increase the number of hours for practice. H – the formation of creative competencies, agrees with it.



Among the competencies which are required for a modern specialist of pedagogy and psychology, the opinions of teachers and lower- and middle-level managers allowed to arrange them in order of priority:

- professional;
- socio-communicative;
- managerial;
- research;
- informational, analytical;
- general cultural, humanistic and technological.

However, according to the opinion of the top managers the similar list of competencies is arranged in descending order of priority as follows:

- professional;
- socio-communicative;
- managerial;
- research;
- personal;
- analytical;
- reflexive; diagnostic; prognostic;
- design; technological; informational.

In the presented ranked lists of the competencies you can see their good correlation for all groups of respondents.

Among the major limitations in the training of specialists of pedagogy and psychology, the respondents note the low level of practical skills, the low motivation for professional advancement, weak development of creativity, and also socio-communicative and managerial competencies. At the same time, educational organizations and institutions remains sufficiently high perspective of employment in the sector of secondary and post-secondary education.

On the basis of the results of conducted research of the teacher's staff training statement and administrators of educational institutions, has been made the region needs analysis, analysis of

research papers and documents related to the issue of pedagogy education and educational management in Kazakhstan. The project participants have proposed a modular educational program within a framework in specialty 6M010300 – Pedagogy and psychology with a specialization «Management in Education».

The purpose of the educational program - preparation of a master on the basis of a multi-level system with various possibilities of building career development path of teacher-psychologist, not only in the academic, scientific, but also in the administrative areas.

The objectives of the educational program:

- implementation of the social order of society of the development and formation of the personality of students;
- improving the quality of education in accordance with national and international standards;
- mastery of advanced psychological and educational technology and its introduction into practice;
- formation of professional ethics and management culture in education;
- organization and carrying out research activities in the field of pedagogy, psychology and management education;
- ensure a high level of professionalism, ability to creative thinking, guaranteeing professional mobility and adaptation to the international labor market requirements, needs and skills of independent creative mastery of new knowledge throughout their active life.

A feature of the educational master's program is its focus on professional management that substantiates the global trends of economic development and education, changes in consumer demand educational services.

To implement this educational program is developed and agreed between the partner institutions participating in the international project



TEMPUS IV «Modernization and development of curricula on pedagogy and educational management in the Central Asian countries (EDUCA)»:

- map of competences of the educational program;
- map of competences of disciplines;
- description of the training modules;
- array of knowledge and skills for each discipline of the module;
- specification for each discipline, including the purpose, content and expected results for each topic of the course, methods of learning and teaching, assessment of learning outcomes, recommended literature;
- educational-methodical complexes¹².

The program is built to meet the requirements imposed on the managers of education, contributes to improving the skills of managers to identify and structure problems, collect and analyze information, to find alternative solutions and select the best option from several alternatives.

The main advantages of a modular educational program for the specialty 6M010300 – Pedagogy and Psychology with a specialization in «Management in Education» are:

1. The competence-oriented construction of the educational path.
2. The high degree of integration of the educational program in the regional labor market.
3. A large proportion of the courses included in the program in consultation with the employers of the region.
4. High efficiency of interaction in the implementation of programs with educational institutions in the region and international partners.
5. Consistently high demand for graduates in the regional labor market.

6. An adequate level of provision of the educational program by the educational and methodological developments.

7. A highly qualified teaching staff.

8. The existence of effective mechanisms for monitoring the quality of teaching disciplines and evaluation of participants' satisfaction of the educational process.

9. A wide access of teachers and masters to an integrated system of information and library services.

10. The high level of informatization of the educational program.

IT-specialists on the usage and management of e-learning technologies, development of modules and materials for e-learning programs have been trained within the framework of international project implementation. Moodle program, providing interactive communication between the educational process participants, is approved in KSU. For its use in the educational process relevant educational subjects materials have been developed and uploaded into the shell.

Performed work has enabled to introduce a modular training program for the specialty 6M010300 – Pedagogy and Psychology with a «Management in Education» specialization into the educational process of the university. Within the framework of Master's program an academic mobility of students and recognition procedures of participants' academic performance are provided.

Conclusion

Thus, the results of the research allowed to make changes to the structure of teacher education, including the training of managers in the education system, to form a new approach to teacher

¹² Shkutina L. A., Sankhaeva A. N. Management in education. Modernization and development of training programs in pedagogy and educational management in the countries of Central Asia. *Collection of educational-methodical*

complexes of disciplines and other methodical documents within the framework of TEMPUS EDUCA project. Bishkek, 2014. P. 103–193.



staff training based on multi-level system with various possibilities of constructing the trajectory of career development in the education system, including in scientific, academic and administrative directions, actualize teacher training program. Herewith, used in the project methodology of educational programs development, oriented to the European graduates qualifications framework and development of training programs and modules

based on the ECTS system, will provide integration of the Kazakhstan's education system into the world educational space; and educational programs developed on the basis of international experience and oriented to the real regional needs will ensure their sustainability and demand with applicants, and, consequently, the provision of education system with qualified management personnel.

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