

Gulzhan ISATAYEVA, Sholpan ARZYMBETOVA, Gulmira DAIYRBEKOVA,
Nurkassim SHEGENBAYEV, Aidaikyz BAIBATSHAYEVA

Pedagogical Management as the Theory and Practice of Management of Educational Process: Case Study of Kazakhstan

Gulzhan ISATAYEVA, Sholpan ARZYMBETOVA, Gulmira DAIYRBEKOVA,
Nurkassim SHEGENBAYEV, Aidaikyz BAIBATSHAYEVA

South-Kazakhstan State pedagogical University, Shymkent, Kazakhstan

Abstract. *The article deals with the concept of pedagogical management practice in Kazakhstan, the content of which is aimed at developing a culture of management activity in the field of education. From the position of management of educational systems and processes, pedagogical management is a branch of pedagogy, the subject of which is the issues of the organization of management in the sphere of education and in educational and upbringing institutions. Pedagogical management includes the following levels: management of the pedagogical collective; management of the activities of the teacher; management of student activities. The main tasks of pedagogical management are setting goals and objectives; process planning; resource support of the process; ensuring high motivation of participants; control and coordination of the process; analysis of results. Management in the field of education and upbringing has such specific features as direct and personally included interaction with all subjects of the educational process; the need for differentiation and individualization of educational services; the dependence of the functioning of the organization on the behavior of consumers; the complexity of determining the quality parameters; the need to have perfect skills in working with consumers, and others. The role of the head of an educational institution acting as a leader is shown, and leadership is indicated that is necessary for the head of an educational institution in order for his organization to be considered successful (technical, human, educational, symbolic, cultural leadership). To successfully ensure a holistic educational process, the leader must skillfully combine in him and his work various types of leadership, carry the experience of a multifaceted construction of educational reality as a medium for the full formation of the personality of the trainees and the effective work of the pedagogical collective.*

Keywords: pedagogical management, educational systems, management of the educational process, management in education, types of leadership.

Introduction

In the modern world, pedagogical activity goes beyond the boundaries of educational institutions. It acquires an active social status and purposefully implements the tasks of raising the educational level of managers and managers aimed at improving the performance of municipal and state employees.

Traditional in science was the opinion that the basis of management effectiveness in state and municipal authorities is the personal and practical experience of the manager, the official. At the same time, the current needs of society dictate new conditions for the qualitative characteristics of managerial activities, the main goal of which is the implementation of high humanitarian standards of life and the achievement of socially significant results.

The theory of pedagogical management is recognized as one of the ways of forming a culture of management by modern researchers. It is a set of principles, methods, organizational forms and technological methods for managing pedagogical systems of training employees aimed at increasing the effectiveness of their professional activities and developing personal qualities¹. Of particular

¹ V. P. Simonov, *Pedagogicheskiy menedzhment. Nou-khau v obrazovanii [Pedagogical Management. An Educational Know-how]: a textbook.* Moscow, Vyssee obrazovanie Publ. Iurait-Izdat Publ., 2009.

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importance in pedagogical management is the art of communicating with people, special management skills and the ability to organize.

Today the concept of "pedagogical management" can be viewed and interpreted as a new social phenomenon as an organization for the upbringing, development, training and formation of the administrative competence of government officials in the system of state and municipal management.

The needs of modern social life require the search for new forms of activity, new areas of work, such as pedagogical management of professional activity, as well as pedagogical management in the system of state and municipal authorities. In addition, officials, municipal employees, managers, working daily in contact with other people, should develop their didactic skills and improve their personal potential.

As the experience of the development of leading organizations and corporations shows, the formation of effective management within the framework of applying the theory and practice of pedagogical management makes it possible to orient the educational potential of officials not only to assimilate universal knowledge, skills and skills, but also to develop an individual who can creatively apply the acquired knowledge in practical activities, improve their professional culture.

The concept of "management" in pedagogy began to be used relatively recently. Management is the ability to achieve the tasks set, using labor, intellect and motives of people's behavior. However, the Russian word "management" does not convey all shades of what the word "management" means². Management is also a function, a type of activity, the content of which is the management of subordinates within the organization; management is also a field of knowledge that helps to implement the management function; management is a way, a manner of communication with people, power and skill in building relationships, a special kind of skills and administrative skills³.

Under the pedagogical management in the general sense of the understand the process of organizing human, material, financial resources to achieve certain goals. Management in pedagogy is management (planning, regulation, and control), management of pedagogical production, and its organization. It is also a combination of methods, forms, controls to achieve the goals.

Pedagogical management as a science of management of educational systems and processes is a branch of pedagogy, the subject of which is issues of organization of management in the sphere of education and in educational and educational institutions. The sources of management and management of educational systems are modern achievements of management science, legislation, practice of school organization, management experience in the field of education,

² M. H. Mescon, M. Albert, F. Khedouri, *Osnovy menedzhmenta [Management]*, Moscow, Delo Publ., 1997.

³ V. A. Sitarov, A. I. and Smirnov, *Kul'tura predprinimatel'stva: teoriia i praktika [The Culture of Entrepreneurship: Theory and Practice]*, Moscow, Vologda, Poligrafist Publ., 2006.

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historical heritage, etc. Being a branch of pedagogy and relying on its achievements, pedagogical management as theory and practice is related to a number of other sciences: general management theory, economics, social psychology, physiology, school hygiene, etc.

Material & methods

The task of managing educational systems as a sphere of competence of pedagogical management includes a whole set of various activities that are aimed at ensuring the effective and sustainable functioning of the educational process in the conditions of modern educational and educational institutions. Among them, organizational, methodical, didactic, educational, personnel, planning, financial, supply, information, image, monitoring and monitoring are all the most noteworthy. All this set of cases and activities is the direct content of the activity and the phenomenology of the educational reality that develops in a coherent and orderly process thanks to a specially built management, namely pedagogical management.

The structure of pedagogical management includes the following levels: 1) management of the pedagogical collective; 2) management of the activity of the teacher; 3) management of student activities.

Pedagogical reality is a set of hierarchically linked vertically and horizontally systems (the system is a collection of elements between which certain relationships appear). For example, the didactic system is a part of the general pedagogical system that we isolate and regard as relatively independent in order to better understand the processes taking place in it⁴.

The systematic nature of pedagogical processes corresponds to the systemic nature of pedagogical management in basic dimensions.

Vertically, the following systems and their corresponding levels of management are distinguished: the state system of education and upbringing in general (the level of public management); regional educational and upbringing systems (level of regional management); regional (district) networks of educational institutions (regional and regional level of management); educational institutions and their corresponding level of management; units of educational institutions and the corresponding level of management.

Horizontally, the following levels of skilled management are noted: training sessions; independent out-of-class work; professionalism of the teacher, etc.

Separately, the management of pedagogical projects is highlighted. Pedagogical projects are relatively isolated areas (parts) of activities performed for a specific purpose. So, at the school or university level the following pedagogical projects can be: research of teachers; scientific research of students; training sessions; various educational activities; publishing projects; construction projects; exchanges of students and teachers; examination sessions; conducting a vacation; entertainment activities.

⁴ V. P. Bepal'ko, *Slagaemye pedagogicheskoi tekhnologii [The Components of the Pedagogical Technology]*, Moscow, Pedagogika Publ., 1989.

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Among the essential and permanent components of pedagogical systems the following are distinguished:

- Purpose (meaning) of the functioning of the system. The main goal - the formation of a free, responsible and creative person, ready for life in modern conditions;

- content filling processes and subprocesses;

- organization (forms and methods) of the process;

- Motivation (motivation) of participants in pedagogical processes to achieve high results;

- products (results) of the functioning of the system. The control of their quantity and quality is important.

As components of pedagogical management, researchers define the following components:

- an educational component that presupposes the organization of the process of education and upbringing in its interrelation with the principles, methods, means and forms of management of the educational process;

- a motivational component that ensures the setting of the goals of individual participants in the joint labor process;

- a cognitive component that reflects the interpretation of pedagogical knowledge as methods of developing corporate thinking;

- an activity component used in the framework of the use of scientific pedagogical approaches, educational concepts and the human factor;

- the creative component, according to which pedagogical activity is based on the creative nature of work, setting goals and developing ways to achieve them;

- information (conative) component, which defines information as a subject of pedagogical activity;

- integrative component, through which the implementation of the management function of educational activities is carried out by setting goals and ways to achieve them, developed jointly with the subjects of the educational process.

Results

It is obvious that the leading role in pedagogical management as an everyday practice is given to the head of the educational institution, namely, the philosophy and motivation of the leadership, on the basis of which he organizes his activities. Therefore, the head of an educational institution should be the leader in his organization. Turning to the experience of managing educational institutions, it is possible to distinguish five types of leadership necessary for the head of an educational institution in order for his organization to be considered successful.

Technical leadership: the leader is successful and recognized in planning, organization, coordination, and budgeting, training schedule. He is well versed in the economic problems of the school.

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Human leadership: the leader is in good contact with people, can support and manage conflicts. It influences the formation of moral principles and moral values, promotes the development of creativity.

Educational leadership presupposes the success of the leader in diagnosing the problems of the school and teachers, assisting in the assessment of teachers (both teachers and subject teachers). The educational leader is successful in drawing up the curriculum and in structuring the training program. He can participate in the training of school teachers.

Symbolic leadership: the leader becomes a symbol of an educational institution, that is, a school (or lyceum, college, university) many know not by name, but by the name of the leader. He presides at ceremonies and meetings, knows by name the staff and students, attends classes and does school rounds. The pedagogical team and students immediately understand what their leader values, which gives them a sense of confidence and purposefulness in their actions. They feel their involvement in the affairs of the school, and their interest grows.

Cultural leadership: the leader in such a school is a kind of "high priest"; he is the main carrier and keeper of the culture of the school, its traditions and symbols. He supports the climate, fundamental ideas and common tasks, monitors the transfer of traditions and culture to beginners. People start to believe in school as an ideological system, they understand that they are members of a strong culture, and this gives them a sense of their own importance and a sense of the importance of their work, which serves as an excellent stimulus for them.

To successfully ensure a holistic educational process, the leader must skillfully combine in him and his work various types of leadership, carry the experience of a multifaceted construction of educational reality as a medium for the full formation of the personality of the trainees and the effective work of the pedagogical collective.

Results

The transition from an industrial to an informational (postindustrial) society increasingly determines the key role of knowledge for all areas of human life. Education becomes the sphere of social life, the quality of which becomes the most important factor for the success of not only the individual, but the whole society. A well-known expert in the field of qualimetry AI. Subetto argues that: in the "new ontology of man and society of the 21st century, the precondition for the sustainability of development is the law of advanced development of human quality, the quality of social intelligence and the quality of educational systems in society"⁵.

As a consequence, the importance of defining strategic guidelines in the development of the entire education system and its individual institutions is

⁵ A. I. Subetto, *Kvalimetrija cheloveka i obrazovaniya: genezis, stanovlenie, razvitiye, problemy i perspektivy: Materialy III simpoziuma «Kvalimetrija v obrazovanii: metodologiya, metodika i praktika»*, Moscow, Issled. centr problem kachestva podgotovki specialistov, 2006.

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growing at the present time. The essence of strategic management is to answer three important questions:

- In what position is the enterprise currently located?
- In what position would it want to be in a few years?
- In what way to achieve the desired position?

To answer the first question, managers need to understand well not only the current situation in which the enterprise is located, but also the features of the system, of which the enterprise is a component. This requires a strategic vision, an understanding of the prospects for the development of the relevant sphere of social life. For this reason, management in any sphere and in the educational system in particular, should be based on the basic legal documents containing information of a forward-looking (prospective) nature.

These normative legal acts can be classified according to many signs - in terms of scope, subject, issuing them, etc. According to the legal force, legal documents can be divided into 2 groups:

- 1) laws - acts that have the highest legal force,
- 2) by-laws are acts based on laws and not contradictory to them.

The first group of documents regulating educational activities and management includes the Constitution of the Republic of Kazakhstan and the Law of the Republic of Kazakhstan "On Education" in 2007. The second - a more extensive group - is represented, for example, by such documents as the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020. Concept of 12-year secondary education of the Republic of Kazakhstan, the Concept of continuous pedagogical education of the Republic of Kazakhstan, approved by the Government of the RK Typical rules for the activities of educational organizations, implementation boiling educational programs and others.

The National report on the state and development of education in the Republic of Kazakhstan (2008) noted that "at the present stage of the development of education, it is particularly important to achieve high quality of educational services for the population. The most developed countries, having fulfilled one of the Millennium Development Goals - achieving universal primary education, adopted by the Declaration of the Summit of Heads of State in New York in 2000, are actively improving their education systems towards higher quality"⁶.

As is known, the criteria for the quality of education of the population are used along with the characteristics of people's health, their longevity and the GDP per capita for intercountry measurements of various integral indicators. One of the most famous among them is the Human Development Index, which is a standard tool for a comparative analysis of the living standards of different countries and regions.

⁶ B.K. Damitov, N.T. Ermekov, O.I. Mozhaeva, *Nacional'nyj doklad o sostojanii i razvitanii obrazovanija v Respublike Kazahstan (kratkaia versija)*, Astana, 2008.

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Education of the population is determined on the basis of two parameters - literacy of the adult population and coverage of the population with basic levels of education (primary, secondary and higher). As noted in the National Report on the Status and Development of Education in the Republic of Kazakhstan (2008), over the past 12 years, as a result of the increase in the Human Development Index (HDI), Kazakhstan has advanced 20 positions up in the corresponding ranking of countries and in 2007 ranked 73rd, all the CIS countries, except for Belarus and Russia⁶.

The intensity, breadth and dynamism of reforms in the educational system of the Republic of Kazakhstan testifies that considerable attention is paid to the improvement of this sphere. The long-term development strategy "Kazakhstan-2030" adopted in 1997 contains seven basic priorities for the development of the state, including those related to this area of social life:

1. National security.
2. Internal political stability and consolidation of society.
3. Economic growth, based on an open economy with a high level of foreign investment and domestic savings.
4. Health, education and well-being of citizens of Kazakhstan.
5. Infrastructure, especially transport and communications.
6. Professional government.

What is meant by the widely used term "education system"? The education system is characterized in the Law of the Republic of Kazakhstan "On Education" in 2007 as a set of interacting:

- 1) state compulsory education standards and educational curricula that ensure the continuity of education levels;
- 2) educational organizations, regardless of the forms of ownership, types and types that implement educational programs;
- 3) education management bodies and relevant infrastructure, including scientific and educational support organizations that monitor the quality of education.

Chapter 2 "Management of the education system" of the Law of the Republic of Kazakhstan "On Education" (2007) contains in its articles a description of the functions of the Government of the Republic of Kazakhstan, the competence of the authorized body in the field of education, competences of local representative and executive bodies in the field of education State regulation in the field of education, as stated in the law "On Education", is aimed at creating conditions that ensure the implementation of constitutional rights to education, and ensuring the high quality of education services provided by educational organizations (Chapter 8, Article 54).

In recent years, reforms have been associated with the introduction of a holistic system of innovation, covering different levels and directions of education. To these levels, which presuppose the continuity and continuity of educational curricula, the Law of the Republic of Kazakhstan "On Education" includes:

- 1) preschool education and training;
- 2) primary education;

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- 3) basic secondary education;
- 4) secondary education (general secondary education, technical and vocational education);
- 5) post-secondary education;
- 6) higher education;
- 7) postgraduate education.

The need to ensure children's access to quality pre-school education, to harmonize the content of the system of preschool education and training in accordance with the modernization of the entire education system was determined by the fact that the network of preschool institutions began to change not only quantitatively but also qualitatively. Along with the traditional kindergartens, kindergartens, nursery schools, kindergartens and schools have been established, which enable the child to get an initial general education within their walls. Pre-school groups and classes from 5 to 6 years are opened in general secondary schools, which also creates conditions for the implementation of the principle of continuity between these levels of education, coordination of their activities.

In schools, the introduction of profile training was realized, which is understood as the process of differentiation and individualization of education, the organization of the educational process, taking into account the interests, inclinations and abilities of students⁷ [1]. This pedagogical system and the form of the organization of the educational process are also aimed at creating conditions for the vocational guidance of students, their preparation for mastering vocational education programs. Due to this, the goals of overcoming the limitations of the knowledge paradigm, forming the basic competencies of students, creating the possibility of designing and implementing individual educational paths, ensuring students' access to quality education, continuity of the levels of general secondary and higher vocational education must be achieved.

The task of joining the Republic of Kazakhstan in the number of 50 competitive countries of the world determined the orientation towards certain international standards of general secondary education, which are designed for a 12-year school. As a result, in the Kazakhstani educational space, preparations for the transition to a school providing this duration of children's education are being actively implemented. The structural-content model of 12-year education, the necessary normative documents have been developed, and a number of schools in Kazakhstan are actively conducting an experiment to introduce this model.

Currently, a monitoring system for secondary education is being developed, which is expected to be strictly centralized. In this system, the Ministry of Education and Science of the Republic of Kazakhstan is called upon to play the role of a guarantor of the quality of educational services provided to consumers.

Significant changes are typical for the professional education of the Republic of Kazakhstan, all its levels. The shortage of specialists with secondary vocational education predetermined the modernization of the model of technical

⁷ *Ob obrazovanii: zakon Respubliki Kazahstan ot 27 iulja 2007 g.*

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and vocational education. These changes also took place in the system, structure, content of higher education, in educational technologies, and in the categories of university statuses. In⁸ it was emphasized that "one of the important results of reforming higher education is a network of diverse universities - universities, academies, institutes, branches, foreign universities and universities created by joint efforts of Kazakhstan and other states, and the development of a network of non-state universities. All this undoubtedly contributes to the development of the market of educational services to create a competitive environment. Together, the necessary critical mass is formed, capable of ensuring the progressive development of the higher education system and its fusion with the world educational space. "

Thus, the need to bring it into line with the market economy and the entry of the education system into the world educational space are among the basic guidelines for the reforms of higher professional education, the higher school of the RK could not stay away from the global transformations taking place in the world. Thus, for example, the World Declaration on Higher Education for the Eighth (Paris, October 9, 1998)⁹ states that "higher education, whose history has been several centuries, has convincingly demonstrated its viability and its ability to change, to promote change and progress in society. The scale and pace of change are such that society is increasingly based on knowledge, so that higher education and research are now emerging as essential components of the cultural, socio-economic and co-sustainable development of individuals, communities and nations. In this regard, before the higher education itself, grandiose tasks arise that require radical transformation and renewal ... so that our society, which is now experiencing a deep crisis, could go beyond purely economic considerations and perceive deeper aspects of morality and spirituality."

The requirements imposed on the modern education system have led to Kazakhstan's entry into the space of the Bologna process. In accordance with the principles of the Bologna Declaration, a multi-level structure of higher and postgraduate education has been implemented in higher educational institutions of the Republic of Kazakhstan since 2004: bachelor's - master's degree - doctoral studies (PhD).

Entry into the European zone of higher education should ensure the formation and strengthening of the intellectual, cultural, social and scientific and technical potential of the country, increasing the prestige of Kazakhstan's education in the world, the mobility of students and teachers, etc. Due to the fact that an important organizing component of the functioning of the European education system are loans, Kazakhstani universities also switched to the credit system of education, assuming an increase in the role of the learner himself, creating for the possibility to build flexible individual educational trajectory

⁸ U D. Serikbaeva, *Pravlenie podgotovkoj specialistov v uslovijah rynka: teorija, metodologija, praktika*, Almaty, 2007.

⁹ Mihaleva E. P. Menedzhment: konspekt lekcij / E.P.Mihaleva // <http://lib.rus.ec/b/204641/read>, accessed 12. 04. 2018.

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The Bologna Process as a process of convergence and harmonization of educational systems also leads to the need to promote European cooperation and to ensure the quality of education with the aim of developing comparable criteria and methodologies. There is a transition from quality control to quality management, which causes the development of a ramified system of internal and external evaluation, expanding both the parameters, procedures and technologies used, and the circle of subjects of this evaluation. The expansion of international cooperation in the field of monitoring the quality of education has affected not only the system of higher professional education, but also the educational institutions of general secondary education, primarily in relation to such comparative studies of real achievements of students, such as PISA, TIMSS, etc.

The participation of international organizations in reforming the system of higher education in Kazakhstan undoubtedly has a different character. If such organizations as the Asian Development Bank and the World Bank worked within the framework of agreements concluded with the Government in coordinated directions, other organizations (Soros Foundation-Kazakhstan, USAID) implemented their own programs. Financing the development of educational programs in Kazakhstan, such organizations as the European Commission (TACIS, TEMPUS), the German Academic Exchange Program (DAAD), the American Council for Cooperation in Education and Language Studies (ACSELS), the International Exchange Program (IREX), etc. Simultaneously, the universities of Kazakhstan established productive ties with foreign universities to improve the educational process, including the development of methodological support for the credit system of education, research activities, etc. No less intensive was cooperation in the field of related processes with the modernization of management processes, especially such as educational and institutional accreditation, certification of internal quality management systems, etc.

Improving the education system is impossible without a clear understanding of the importance of its productive interaction with consumers of educational services and their categorical differentiation (trainees, their parents, employers, society and the state). This is especially important for universities that are the "locomotives" of reforms. "In the conditions when the education system faces the need to adequately respond to the demands of an innovative market economy, the question of partnership of the higher education system with employers becomes particularly important. To date, partnerships have not yet been formalized in the relevant system, have not settled. Episodic meetings at fairs of graduate specialists, agreements on cooperation between universities and enterprises are of an initiative-private nature and, as a rule; do not have a significant impact on the policy of reforms as a whole. Unfortunately, employers are suspended from solving the problems of development of higher education. There are, as it were, two parallel worlds - the university system of education and the sphere of labor and employment.

This creates a lot of problems both educational and social properties, the correct solution of which is possible in the dialogue. Much attention is paid to the

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development of teachers, whose organization will undergo both quantitative and qualitative transformations. In the long term, the time for retraining of teachers will increase to 3 months, and the list of educational institutions on the basis of which qualification will be upgraded will play a key role - the National Center for the Advanced Training of Teachers and Nazarbayev Intellectual Schools should play a key role.

The functions of regional institutes of advanced training and retraining of educators will change somewhat. In recent years, significant steps have been taken to update the content of education at all levels of education, which was embodied in the development and implementation of new state compulsory education standards. The introduction of educational standards was due in due time to the need to set unified mandatory standards (minimum requirements) in the educational space, characterized by a variety of types of educational institutions, including state and non-governmental (private). The introduction of standards as normative documents allowed to regulate the processes of democratization of the school, not allowing anarchy, the transition of positive changes to its opposite, made it possible to ensure the observance of the rights of all consumers of educational services.

Innovative changes are also taking place in the technological provision of the education system, and computer technology, multimedia, are becoming increasingly widespread. The use of innovative educational technologies, including information and communication technologies, changes the nature and content of the activities of participants in the educational process, influences the features of their interaction.

Particularly dramatically changes the activities of the student and teacher, the organization of the educational process in distance education, whose share has recently increased significantly, especially in higher professional education.

New approaches in the organization of the educational process, in the improvement of the content of education have led to the need to change also the criteria for assessing the quality of education, the methods and technologies used for assessment, etc.

An analysis of the dynamics of the development of the educational system of the Republic of Kazakhstan makes it possible to chronologically structure the traversed path. In the project initiated by the Asian Development Bank with regard to higher education, the following periodization has been developed:

The first stage (1991-1993) - the formation of the regulatory and legal framework for the education system in Kazakhstan - is characterized by the adoption of the Law of the Republic of Kazakhstan "On Education" (1992) and the Law on Higher Education (1993). These laws laid down the basis of democratization in the management of education and openness, especially the university system.

The second stage (1993-1995) is a conceptual revision of the content of education at all its levels, including higher education. The legislative basis was the Decrees of the President of the Republic of Kazakhstan "On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on Education"

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(August 30, 1995), "On Amendments and Additions to Some Legislative Acts" (October 5, 1995). This stage differs, in our opinion, in the strengthening of the centralization of the management of education and the increase of state control.

The third stage (1996-1997) is a conceptual update of the content of education and the beginning of the implementation of long-term state programs. This includes the implementation of measures to decentralize the management and financing of the education system, diversify the types of educational institutions and their forms of ownership. The basis is the Decree of the President of the Republic of Kazakhstan "On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on Education" (January 27, 1996).

The fourth stage (1998-2007) is the consolidation of the changes that have occurred in the sphere of education, fixing and laying the foundations for strategic development of education, including higher education. The Laws of the RK "On Education" (1999), the State Program "Education" (2000) and the State Program "Development of Education in the Republic of Kazakhstan for 2005-2010" (2004) were adopted. A new Law "On Education" was adopted (July 27, 2007). The process of implementing international agreements that facilitate the entry of the university system into the world educational space, including the Lisbon Convention, has begun. Sorbonne and Bologna declarations. Higher education institutions transfer to the training of students in credit technology and the realization of higher education with the assignment of an academic bachelor's degree, as well as the preparation of masters, doctors of philosophy (PhD) and doctors on the profile.

The quality management of education becomes an integral structural element of the education system, its individual steps, and also a factor in its successful functioning in "real time" and forecasting the main directions of its development in the foreseeable future.

Currently, the main directions for improving the education system of the Republic of Kazakhstan are reflected in the State Program for the Development of Education in the Republic of Kazakhstan in 2011-20.

In this program, the main goal is to increase the competitiveness of education, the development of human capital by ensuring the availability of quality education for sustainable economic growth. Among the program objectives are:

- Improvement of the financing system aimed at ensuring equal access to educational services;

- increasing the prestige of the teacher's profession;

- Formation of the state-public system of education management;

- the formation in intellectual schools of an intellectual, physically and spiritually developed citizen of the Republic of Kazakhstan, the satisfaction of his need for education, ensuring success in a rapidly changing world, the development of competitive human capital for the economic well-being of the country;

- modernization of the system of technical and vocational education (hereinafter - TVE) in accordance with the requests of the society and industrial-

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innovative development of the economy, integration into the world educational space;

- Achievement of a high level of quality of higher education, satisfying the needs of the labor market, the tasks of industrial and innovative development of the country, the individual and corresponding to the best world practices in the field of education;

- ensuring the functioning of the lifelong learning system;

- formation of active citizenship, social responsibility, patriotism, high moral and leadership qualities among young people, etc.

These program objectives led to the formulation of a number of tasks, in particular:

- ensuring integration into the European Higher Education Area;

- ensuring the integration of education, science and production, creating conditions for the commercialization of intellectual property products and technologies. Preparation of highly qualified scientific and scientific-pedagogical staff;

- creation of conditions for lifelong learning, education for all;

- the implementation of a set of measures for patriotic education and the formation of civic engagement, social responsibility and a mechanism for revealing the potential of young people;

- Improvement of management in education, including the introduction of corporate governance principles;

- formation of a system of public-private partnership in education (hereinafter - PPP);

- improving the monitoring system for the development of education, including the creation of national educational statistics, taking into account international requirements, etc.

Conclusions

A comparative analysis of the initial and final results of the rowers' competitive activity on kayaks and canoes of high qualification states that in the process of research the most significant changes occurred in the experimental group of physical and mental fitness. As a result of the pedagogical experiment, a significant improvement in all indicators of the physical and mental fitness of the athletes of the experimental group was obtained.

The obtained data were characterized by the optimal degree of nervous and emotional arousal in the oarsman, the upswing of strength, energy and activity was felt, he had a kind of inspiration, while in the oarsmen of the control group the preparedness remained approximately at the initial level. As a result of the experiment in the experimental group, rowers showed more stable signs of prelaunch status and they were assigned to the combat readiness group. In the control group, no special changes were observed. The decrease in the rank of the paddlers of the control group revealed a worsening of the result in relation to the athletes of the experimental group. This confirmed the increase in the ranks of the athletes of the experimental group. The obtained data

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confirmed the positive influence of the developed technique. The confident knowledge of the trainers of the knowledge of the importance of the correct formation of the method of motor activity ensured the increased interest of oarsmen in the need for self-knowledge and self-improvement.