

# PREREQUISITES FOR THE DEVELOPMENT OF THE MILITARY QUALITY MANAGEMENT SYSTEM EDUCATION

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*Modern trends in military professional education and professional activities of graduates of higher educational institutions as future officers require a more thorough and detailed approach not only to assessing the level of formation of their professional and general competencies, but also to constantly monitoring the quality of the educational process and teaching.*

*In this regard, the content of the report considers the stages of formation and prerequisites for the development of the education quality management system.*

**Key words:** quality management, quality management models, military education, quality of military professional training.

The problem of ensuring the quality of education is not new. Since, education, being a national priority, also applies to the service sector. In this regard, every year at the state level everything necessary is done to improve the quality of education.

In management theory, we can trace how the understanding and essence of quality management has changed (See: Fig. 1)



Figure 1 - The evolution of the understanding of quality

Depending on the main theses, the principles of quality management were also formulated. So, at stage 1, such features of quality management appear as: the presence of an upper and

lower boundary of requirements ; development of the control function; emphasis on the motivation of quality work in the form of fines, etc.; employee training includes training in professional knowledge, skills and abilities. At stage 2 - the use of statistical methods; shifting the focus from identifying defects to prevention by identifying the causes of defects; financial incentives for high-quality work of employees. At the 3rd stage, such features appear as the development and implementation of documented quality systems, the definition of responsibilities and authorities in the field, TQC training, motivation in the form of involving employees in quality assurance activities, the use of certification. Stage 4 included the understanding of providing an integrated system aimed at continuous improvement, minimizing costs and delivering "just in time, using collaborative forms of analysis and solving problems related to quality assurance, continuing education, using certification based on ISO 9000 series standards to confirm quality. At the 5th stage, quality management is based on taking into account the opinions of not only specific consumers, but also the study of public opinion, the use of socio-psychological methods of motivation, the involvement of employees in quality management, self-assessment of quality, strengthening ties with consumers [Aristov, 2016; Sizikin, 2014; Seroshtan, 2017].

In general, the history of the development of quality management in modern military education in Kazakhstan is closely connected with the development of the Armed Forces and the requirements for the training of qualified military specialists and officers. There is a clear relationship between the changes taking place in the main areas of the life of society and the state (international, political, socio-economic, cultural, etc.) and changes in the system of military education and its quality management.

Higher military education is always considered institutionally, from the point of view of its social roles and functions, on the one hand; on the other hand, it acts as an object of coordinating the interests of various subjects of the military educational process as actors. The essence of higher military education consists in a purposeful process and the corresponding result of the transfer of the existing socially conditioned experience of leading military service, transferred in higher educational institutions by specially trained teachers and other circles of competent persons to trainees (cadets of higher educational institutions). Higher military education is a social subsystem built at the intersection of two social institutions: the system of higher education and the system of military service, which determines the presence of signs of both social institutions.

The features of the system of higher military education can be distinguished: preparation for the performance of professional functions in quite specific (primary) officer positions; the presence of special attributes; specific conditions for the training of future military specialists, modeled close to the military; close connection with the formation of the trainees' moral and volitional qualities; creation of a certain disciplinary microenvironment; continuity of military education as its attribute; the dependence of higher military education on the implemented military doctrine of the state; The main customer for the training of specialists is the state represented by various departments [Bulat, 2009].

We have grouped our understanding of the prerequisites that influence the development of an understanding of the essence of military education quality management into 4 blocks: socio-cultural, technical, economic, and organizational and managerial.

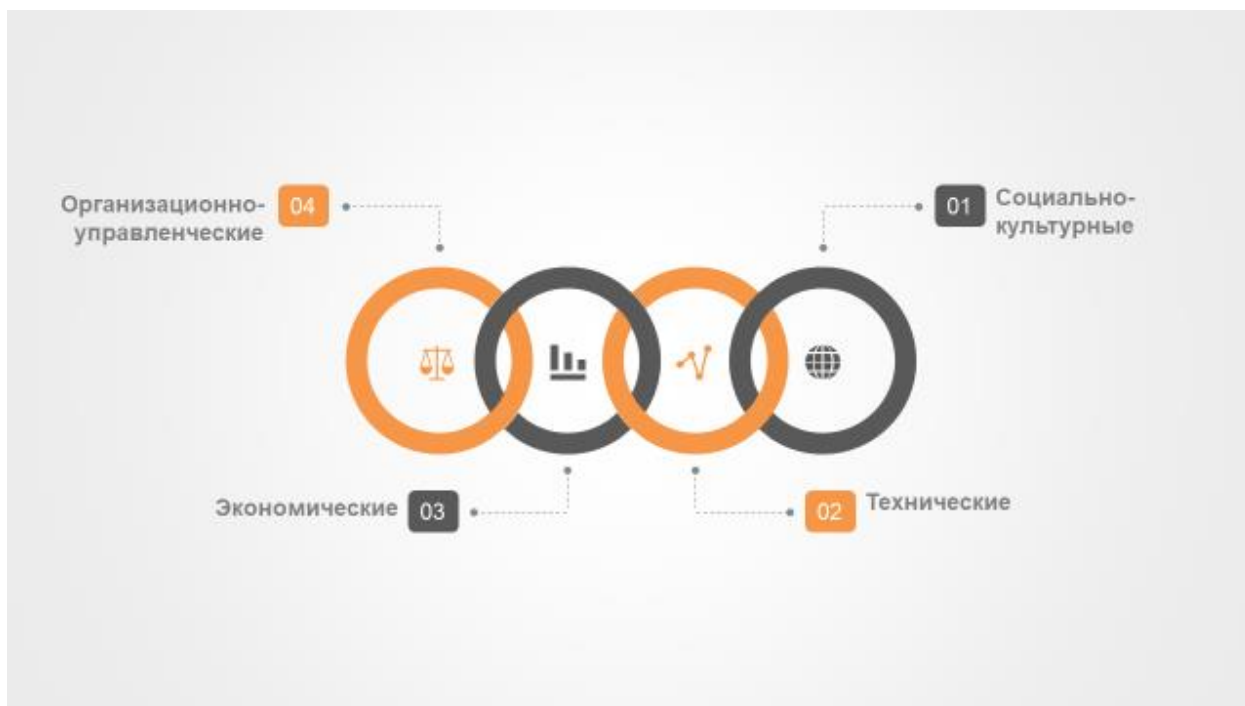


Figure 2 - Prerequisites for the development of military education quality management

The socio-cultural prerequisites include general trends in society, which also affect the system of universities. These are: the growth of the welfare and national self-consciousness of the Kazakh people, the increase in the competitiveness of Kazakhstani higher education, the desire and need to learn throughout life, the activation of youth movements, the complication of the tasks of training officers for the strategic, operational-strategic and operational-tactical levels of management (master's and doctoral studies), expansion of managerial and academic independence of universities.

The technical prerequisites include the growth and complication of the use of technical means in service and combat activities, the development of digital technologies, the need to recognize and use "non-lethal weapons" and many others.

Economic background. The main prerequisite in this direction is the implementation of a quality management system. Development of a tender system, the ability to cooperate with foreign colleagues in research and development, the participation of military specialists in the implementation of research projects funded from various sources, the creation of a scientific coordinating council in the specialty "National Security and Defense". All this acts as economic preconditions, contributing to the retention of academic independence and the implementation of the mission of universities.

The organizational and managerial prerequisites include the fact that in modern conditions a military organization should be able to: master new strategies for the education and training of military personnel; apply new innovative learning technologies; adapt to external environmental conditions and adequately respond to ongoing changes; ensure the quality of higher military education; attract progressive and military-patriotic young people to study at universities; meet the needs and needs of cadets and their parents.

Now let's consider what are the benefits and possible risks in the implementation of the military education quality management system.

Firstly, the implementation and implementation of the military education quality management system will enable higher education institutions to significantly improve the quality of graduates. That is, the public and customers' confidence in the university is increasing, the image of the military organization is increasing, and, of course, the satisfaction of the service consumers themselves, the cadets, is growing.

Secondly, a properly designed and implemented quality management system for military education improves the management culture and management of internal organizational processes of the university. Here and motivation and coaching of staff, transparency of management, implementation of the principles of kaizen, rational use of resources.

Thirdly, the benefit lies in the fact that there is a saving of money, time and other resources and it is associated with the prevention of inconsistencies, failures, with a decrease in various deviations.

A natural question arises: what are the risks? The main risk is the cost and duration of the implementation of the quality management system.

Thus, we considered the development of the essence of the very concept of "quality", substantiated the main prerequisites for the development of the concept of "quality management of military education", and also tried to find out what are the opportunities and risks for a military organization implemented by the quality management systems of military education.

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