

Abstract

thesis by Kamchat Augazhyevna Yessenova on «The system of education managers training (comparative analysis)» for the degree of Doctor of Philosophy PhD on specialty “6D010300 - Pedagogy and psychology”

Topicality of the research. The field of education is a complex system with many different aspects. One of the most central aspects is the management of the education system.

Global research states that one of the principal guarantees for improving the quality of education is a scientifically organized and properly structured management system. Countries with very similar and even identical education systems before the collapse of the Soviet Union have chosen their own way of development from the moment they gained sovereignty. According to the modernization theory the “underdeveloped” post-socialist countries have set themselves the goal of overtaking with their “developed” Western colleagues. It was the right goal. Lithuania is one of the post-Soviet states that are a member of the European Union, a country which has managed to effectively carry out political reforms including in the field of education development.

The purpose of research: to provide a research and practical rationale for improving the country's education manager training system based on a comparative analysis of the training systems of Kazakhstan and Lithuania.

The scientific hypothesis of the research: if a content-procedural model of training education managers developed on the basis of comparative analysis is introduced into the Kazakh practice of training managerial personnel for the education system **then** the quality of their training will increase, since it provides for the introduction of new educational programs, the effectiveness of which is scientifically and practically justified and educationally provided.

Research objectives:

- 1) To conduct a scientific review and give the author's definition of the concepts of “education management” and “education manager”;
- 2) To substantiate methodological approaches in improving the system of training education managers;
- 3) To develop a structural and procedural model of training education managers based on comparative analysis;
- 4) To summarize the comparative analysis of educational programs for training education managers in Kazakhstan and Lithuania;
- 5) To improve the educational program and introduce it into the educational process;
- 6) To substantiate the organizational and pedagogical conditions for improving the system of training education managers and implement them in the educational process of the university.

Methods of research.

1) The *comparative analysis* of the system of training education managers in national and foreign practice. The comparative analysis was carried out on the basis of the following parameters: generalization of the legislative framework and analysis of regulatory documents of the education managers training system; generalization of the design features of the structure of educational programs, the content of disciplines in educational programs and the organization of the learning process.

2) The *source analysis* included a theoretical analysis of legislative documents, periodical materials, scientific and methodological literature, as well as the study and processing of materials published on the global Internet.

3) The *modeling method* was used to develop a structural and procedural model for training education managers with targeted, organizational-pedagogical, content-activity, design-methodical and effective-reflective components.

4) The *questionnaire method* was applied in a paper version consisted of 29 questions aimed at identifying significant functional tasks facing school principals and their needs for relevant knowledge and skills. Qualitative processing of the survey results was carried out. 104 school principals from various regions of Kazakhstan took part in the survey.

5) The *expert survey* was conducted in order to identify the features of the training of education managers in the country, design the content of training, identify priorities, problems and their solutions in the future and included 12 questions. The expert survey was attended by 6 experts from the Republic of Kazakhstan, 5 from Lithuania and 4 from the Russian Federation.

Provisions submitted for defense:

1. To develop a new training system for competitive future education managers, the essence and content of the concepts of “Education Management” and “Manager in Education” were formulated:

1. для создания новой системы подготовки конкурентоспособных будущих менеджеров образования было сформулировано сущность и содержание понятий «менеджмент в образовании» и «менеджер в образовании»:

Management in education is a special branch of management science aimed at the optimal objective outcome of management activities, the formation and expansion of knowledge, competencies in the field of theory and practice of Management of Educational Organizations and their divisions in the context of modernization of the system of general and professional education, organizational patterns in order to improve the efficiency of the organization of economic, financial conditions of Human Resource Management on a scientific basis.

A *Manager in Education* is a specialist who carries out managerial activities aimed at developing and ensuring the competitiveness of an organization, taking into account the peculiarities of the educational organization system, based on scientific and theoretical knowledge at a special professional level in the field of Education Management.

2. Reasonable correlation and hierarchy of methodological approaches to the study of the problem of training education managers. Taking into account the fact that Education Management is a socio-cultural phenomenon and is part of the pedagogical system, the potential of a systematic approach is demonstrated; the potential of a socio-cultural approach necessary for understanding the human qualities of an education manager on a cultural basis is revealed; the axiological approach allows analyzing the basic values transmitted from generation to generation in the social practice of managing educational organizations; The competence approach is used to study the formation of an education manager as a professional competent specialist. The psychological and pedagogical foundations of building a system of training managers of education, including the theory of management, comparative pedagogy, vocational training, management and pedagogical management, the theory of managerial activity in education, are determined.

3. The developed model of the system of training future managers based on the theory and practice of comparative analysis of the system of training managers of education, the structure of which includes such components as target, organizational-pedagogical, content-activity, project-methodical and effective-reflexive.

The *target component* is aimed at forming the tasks of managerial activity and improving the training of education managers in the higher school system; the *organizational and pedagogical component* and two constituent parts, both *universal* and *special*, are aimed at professional training of education managers; the *content-activity component* is focused on mastering the volume of knowledge in Pedagogy, Psychology, Economics and includes a subsystem that makes up the content of their subject training, mastering students' theoretical and practical skills in the field of management activities; the design and methodological component includes the learning process; design features and stages of organizing students' educational activities; the effective and reflexive component are the expected outcomes in the form of a set of competencies of future education managers.

The developed model defines the purpose and outcomes of the implementation of the training of future education managers on the formation of their managerial competencies.

4. As parameters of the comparative analysis of the system of training of education managers in Kazakhstan and Lithuania, the following are highlighted: the legislative framework of the system of training of education managers; the structure and features of the design of educational programs; the content of disciplines in educational programs; features of the organization of the learning process; priorities, principles and model of the system of training of education managers; educational and methodological support of training. According to these indicators, a comparative characteristic was carried out, which provided the justification of the organizational and pedagogical conditions for improving the system of training education managers and their implementation into practice.

5) Developed and implemented in the educational process educational program “7M01105 - Pedagogy. Management in Education” based on a comparative analysis of training programs for education managers in Kazakhstan and Lithuania. The purpose of the program is to train specialists who are able to analyze the internal and external capabilities of the education system and identify the potential needs of education stakeholders, assess the political and economic opportunities and risks of conducting projects in various fields of education, provide management with the necessary data for strategic planning, program modeling, and evaluation of the effectiveness of investments, training specialists for the organization of monitoring the quality of the program. Currently, 15 undergraduates are studying under this program.

6. The following has been proved as organizational and pedagogical conditions for improving the system of training education managers:

1. Correlation of motivational support or motivational orientation in the training system of education managers;

2. Integration of the formation of students' and listeners' value orientations, practical and creative orientation;

3. Designing the content of training with a practice-oriented orientation;

4. Organization of independent design and self-improvement, contributing to the effective acquisition of managerial competencies;

5. Creation of a harmonious educational environment for teaching a creative component, contributing to the development of personal qualities of a future specialist in the process of personality-oriented learning;

6. Ensuring continuity and integrity of the education managers' training system in the process of adaptation based on the introduction of the ideas of globalization, interactivity, complexity, and pedagogical expediency.

In the educational process of the university, organizational and pedagogical conditions have been provided to ensure the successful functioning of the education managers training system, based on a comparative analysis of the education managers training system, scientific, pedagogical and professional educational programs have been developed, and the effectiveness of which has been proven during experimental pedagogical work.

Scientific novelty of the study:

1) A scientific review was conducted and definitions of the concepts of “Management in education” and “manager in education” were given;

2) Methodological approaches to improving the system of training education managers are substantiated;

3) A structural and procedural model of training education managers has been developed based on a comparative analysis of the system of training education managers;

4) A comparative analysis of training programs for education managers in Kazakhstan and Lithuania was carried out;

5) A new program has been developed based on the improved educational program “Pedagogy. Management in education”, which has passed the

examination in the unified higher education management system of the Ministry of Education and Science of the Republic of Kazakhstan, has been introduced into the education system; the investigation outcomes have been confirmed and author's certificates for the basic educational program have been obtained.

6) Organizational and pedagogical conditions have been developed and implemented to ensure the successful functioning of an improved system of training education managers in the educational process of the university.

Practical relevance of the research lies in improving the system of training managers of education in Kazakhstan; in the development of elective special courses and individual lectures on the specialty of Management in Education; in the implementation of research works by students in the field of Management in Education and Comparative Pedagogy; in the process of developing and implementing educational programs; in improving the system of advanced training of managers of education; in the training of senior personnel in the field of education on the basis of educational programs “7M01101- Pedagogy and Psychology” and “7M01105-Pedagogy. Management in Education”.

Compliance of research with state programs and legislation.

The study is interconnected and is based on the main provisions of the Strategy “Kazakhstan, 2050”: a new political course of the established state, the Law of the Republic of Kazakhstan “On Education” and “On the status of a teacher”, provisions of state compulsory education standards at all levels of education, "Professional standard of a teacher" and others regulatory documents.

Approbation and publication of research outcomes. The main provisions of the thesis, theoretical and practical outcomes were reported at international scientific and practical conferences, reviewed and approved at a meeting of the Department of Pedagogy and Educational Management of Al-Farabi Kazakh National University.

The key outcomes of the research have been published in 10 scientific papers: 3 articles in the Scopus database, 3 articles in collections of foreign international conferences, 3 articles in journals included in the list recommended by the Committee for Quality Assurance in Education and Science (CQAES) MES of the Republic of Kazakhstan, 1 textbook.