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## INNOVATIVE MANAGEMENT OF SECONDARY EDUCATIONAL INSTITUTIONS

### Abstract

Modern education is in the process of dynamic changes. The system of interaction of all participants in the educational process is changing, and this requires teachers, and first of all, leaders, to comprehend all innovations and transformations. As a result, a new vision of the management system of an educational institution is being formed in terms of its effectiveness, innovation and competitiveness. This article explores an innovative approach to the management of secondary educational institutions. The studies of domestic and foreign scientists on this issue have been researched, studies have been carried out in educational institutions, and the practical experience of the authors of the article has been used. Innovative pedagogical management is characterized as a set of principles, methods, organizational forms and technological methods for managing pedagogical systems, aimed at improving the efficiency of their functioning and development, and allows you to move from a vertical management system (subject-object) to a horizontal system of organizational and managerial cooperation (subject-subject), providing creative development, both the personality of the pupil and the personality of the teacher. Management of innovative processes is multivariate; it involves a combination of standards and originality of combinations, flexibility and originality of methods of action, based on a specific situation. There are no ready-made recipes in innovation management and there cannot be. But he teaches how, knowing the techniques, methods, ways of solving certain problems, to achieve tangible success in the development of the organization.

**Key words:** education, educational institutions, innovation management, pedagogical innovation, questioning, management system, experiment.

### Introduction

The emergence of innovative processes in education is the leading trend of its renewal. The terms “pedagogical innovation”, “innovation process”, “innovation trend” have firmly entered into modern pedagogical theory and practice.

The issues of innovation in education are given quite important attention, rich theoretical material and practical experience have been accumulated. However, a serious obstacle to the implementation of innovative processes is the fact that different researchers are engaged in its individual stages, each of which is aimed at an intermediate result, without taking into account the final one.

For each level of education, the use of pedagogical innovations in practice has characteristic features. In particular, the development of medium-level educational institutions required, first of all,

innovations of the appropriate management system, which in turn caused the need to study the totality of endogenous and exogenous factors affecting this process.

Close attention is currently being paid to the development of secondary educational institutions. Thus, the “State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025” provides for a change in the structure of the content of training and a qualitative renewal of education, the development of a network of secondary specialized educational institutions of various organizational and legal forms, support for regional and non-state sectors of the secondary education system [1].

The innovative processes currently taking place in education, as a socio-pedagogical problem, have a multifaceted and multidimensional character and are associated with structural changes, the emergence of new types and types of educational institutions, updating the content and technologies of education, enriching the links between educational institutions, etc.

The necessary and possible conceptual foundations for the modernization of the management of educational institutions for this period relate primarily to changes in its functional structure. Independent areas of management activity in educational institutions are actions for planning, organizing, directing, controlling the process of their functioning, as well as conducting research [2].

A new phenomenon is the allocation of a special innovation process management function as part of the management functions. In connection with the development of new educational content, the management system of secondary educational institutions includes the organization of the development of new curricula and other program and methodological documents, as well as their expertise.

### **Literary review**

The problems of education management and educational institutions are reflected in the works of G.V. Atamanchuk, V.G. Afanasyev, Yu.K. Babansky, Yu.V. Vasiliev, G.G. Abdullin, B.S. Gershunsky, V.I. Zvereva, Yu.A. Konarzhevsky, M.I. Kondakov, B.C. Lazarev, S.G. Molchanov, A.Ya. Nain, M.M. Potashnik, G.N. Serikov, V.P. Simonov, N.S. Suntsova, V.S. Tatianchenko, P.I. Tretyakov, P.V. Khudominsky, R.H. Shakurov, T.I. Shamova, etc.

The innovative aspect of pedagogical design is the subject of research by V.I. Andreev, S.A. Gilmanov, M.I. Gromkova, M.V. Klarin, A.Ya. Nain, M.M. Makhmutov, S.D. Polyakov, V.A. Slasgenin, M.A. Chashakov, N.R. Yusufbekova, etc.

The problems of scientific modeling of education management were studied by V.G. Afanasyev, P.S. Gershunsky, V.I. Zvereva, A.F. Zotov, Yu. A. Konarzhevsky, M. I. Kondakov, V.S. Lazarev, etc.

At the same time, it is impossible to give a fairly complete list of studies devoted to the problem of innovations in the field of management of secondary educational institutions. This circumstance largely acts as a reason for the immunity of the subjects of management of secondary educational institutions to innovate their activities, the conscious choice of models and technologies of innovation in the modernization of management of this type of educational institutions, their infrastructure support [6].

### **Materials and methods**

The methodological basis of the study is a set of theoretical and empirical research methods: theoretical analysis of normative and educational documentation; study and generalization of advanced pedagogical experience (school leaders, teachers); observation, survey, interview, questionnaire; experimental methods; quantitative and qualitative analysis of the data obtained; methods of mathematical statistics and graphical processing of results.

### **Main provisions**

In the management practice of secondary schools, well-known methods and techniques are used to involve teachers in innovative activities, such as: professional development of teachers; pedagogical, methodological advice, round tables, discussions; business, role-playing, heuristic games to generate new pedagogical ideas; creative work of teachers at the city and regional level; self-education, work with scientific and methodological literature; independent research, creative

activity on the topic, participation in collective experimental research activities within the framework of a common problem; workshops, trainings; innovative teaching technologies, interactive methods of scientific and methodological work; description of innovation as work experience, presentations at scientific and practical conferences, seminars; creative reports of teachers on generalization of experience, etc. However, in order to ensure the creative development of both the personality of the pupil and the personality of the teacher, we also use special methods and techniques characteristic of innovation management. Special methods include: methods of identifying opinions (interviews, opinion questionnaires, sample surveys, expertise); analytical methods (system analysis); assessment methods (risk, chances, effectiveness of innovations, etc.); methods of generating ideas (brainstorming, business games and situations); decision-making (decision tables, comparison alternatives); methods of predicting visual representation (graphical models, job descriptions and instructions); argumentation methods (presentations) [3].

The main directions and objectives of innovation management, in our opinion, should be considered:

- ♦ development and implementation of a unified innovation policy;
- ♦ definition of a system of strategies, projects, programs;
- ♦ resource provision and control over the progress of innovation activities;
- ♦ training and education of teachers;
- ♦ formation of target groups, groups that implement the solution of innovative projects, the creation of an innovative environment.

## Results and discussion

Management of innovative processes is multivariate, involves a combination of standards and extraordinary combinations, flexibility and uniqueness of ways of action, based on a specific situation. There are no ready-made recipes in innovative management and there cannot be. But he teaches how, knowing the techniques, methods, ways of solving certain tasks, to achieve tangible success in the development of the organization.

The management of the innovation process in the context of the holistic development of educational institutions should be carried out comprehensively and include the following aspects [4]:

- ♦ work with teaching staff aimed at creating prerequisites for innovative pedagogical activity;
- ♦ work with students, involving the study and consideration of the interests and educational needs of students, creating conditions for the adaptation of children to the ongoing transformations;
- ♦ work with parents aimed at forming a positive attitude of the family to the introduced innovations and attracting parents to participate in the innovation process;
- ♦ improvement of the work of the aggregate subject of internal management in order to maximize the use of the resources available in the institution;
- ♦ implementation of links with the environment surrounding the educational institution in order to fully meet the educational needs of society and attract additional resources;
- ♦ implementation of control, analysis and regulation of innovation activities;
- ♦ implementation of information support for innovation activities.

Today, applying the basics of innovation management in the management of our school, we have encountered inconsistency and multidirectional innovation processes. In real management conditions, in order to improve its quality, there is a need to streamline this process.

Within the framework of innovation process management, the following set of management actions is required [5]:

- ♦ development of the regulatory framework for the management of the innovation process, including a description of the functional responsibilities and mechanisms of interaction of the structural units of the management system;
- ♦ definition of the content of innovations that ensure the holistic development of the institution based on the integration of the innovative potentials of the school, family and social environment;
- ♦ development of scientific and methodological support for the innovation process;
- ♦ preparation of departments of the innovation process management structure to perform their functional duties, teaching staff to innovate, students and their parents to participate in the innovation process;

- ♦ updating the internal management structure;
- ♦ creation of innovative and expert groups, creative associations of teachers, students, parents;
- ♦ updating and reconstruction of the material and technical equipment of the educational process;
- ♦ introduction of a personally adapted system of continuing education and self-education of teaching staff aimed at improving professional and pedagogical competence in the development of innovations;
- ♦ implementation of a system of organizational and procedural mechanisms for the nomination, examination and implementation of innovative ideas;
- ♦ implementation of a management support system for educational initiatives and pedagogical creativity;
- ♦ implementation of the methodology of innovation expertise;
- ♦ development and introduction of standards for the evaluation of innovative pedagogical activity;
- ♦ introduction of technology for determining the effectiveness of innovation process management in an institution;
- ♦ introduction of additional educational services.

The most important condition for the success of innovations is the presence of an innovative environment in the education system – a certain system of moral and psychological relations, supported by a set of organizational, methodological, psychological measures that ensure the introduction of innovations into the educational process of an institution. The signs of an innovative environment include: the ability of teachers to be creative, the presence of partner and friendly relations in the team, good feedback (with students, families, society), as well as the integrative characteristics of a highly developed team (common value orientations, interests, targets, etc.).

## Conclusion

Innovation activities should be an integral part of normal work. To do this, innovative activity requires the creation of a creative atmosphere in the team. You cannot be forced to work at the highest level. A well-done job is a purely voluntary contribution, which is possible only when an employee feels taken care of, feels like a co-owner of the organization. As a result, the intangible (trust, care, attention) gives quite tangible results – quality, work efficiency, development of the organization [7].

In our opinion, the following methods of coordination of innovative activities have proved their effectiveness in the management of innovative processes in education: methods of creating (forming) effectively working creative, research groups, an effective communication system; methods of motivation (stimulation, creation of a creative field, motivating control); methods of creating conditions for the professional growth of members of the pedagogical collective; methods of regulation socio-psychological climate in the team, the formation of intra-school culture.

Thus, it can be concluded that high-quality, systematic management activity through the use of innovative management techniques and methods in educational institutions acts as a condition for the effective functioning of secondary schools, colleges, to meet the educational needs of subjects (individual, corporate, social).

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## ИННОВАЦИОННОЕ УПРАВЛЕНИЕ СРЕДНИМИ ОБРАЗОВАТЕЛЬНЫМИ УЧРЕЖДЕНИЯМИ

### Аннотация

На сегодняшний день образование находится в процессе кардинальных преобразований. Меняется система взаимодействия всех участников образовательного процесса, а это требует от педагогов и в первую очередь от руководителей осмысления всех нововведений и преобразований. В результате этого формируется новое видение системы управления образовательным учреждением с точки зрения его эффективности, инновационности и конкурентоспособности. В данной статье исследован инновационный подход к управлению средними образовательными учреждениями. Изучены исследования отечественных и зарубежных ученых по данной проблеме, проведены исследования в образовательных организациях, использован практический опыт авторов статьи. Инновационный педагогический менеджмент характеризуется как комплекс принципов, методов, организационных форм и технологических приемов управления педагогическими системами, направленный на повышение эффективности их функционирования и развития, и позволяет перейти от вертикальной системы управления (субъект-объект) к горизонтальной системе организационно-управленческого сотрудничества (субъект-субъект), обеспечивая творческое развитие как личности воспитанника, так и личности педагога. Управление инновационными процессами многовариантно, предполагает сочетание стандартов и неординарности комбинаций, гибкость и неповторимость способов действия исходя из конкретной ситуации. В инновационном менеджменте готовых рецептов нет и быть не может. Но он учит тому, как, зная приемы, методы, способы решения тех или иных задач, добиться ощутимого успеха в развитии организации.

**Ключевые слова:** образование, образовательные учреждения, инновационный менеджмент, педагогическая инновация, анкетирование, система управления, эксперимент.



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## **ОРТА БІЛІМ БЕРУ МЕКЕМЕЛЕРІН ИННОВАЦИЯЛЫҚ БАСҚАРУ**

### **Андатпа**

Бүгінгі таңда білім беру түбегейлі қайта құру үдерісінде. Білім беру үдерісіне барлық қатысушылардың өзара әрекеттесу жүйесі өзгеруде және бұл мұғалімдерден, ең алдымен, көшбасшылардан барлық жаңалықтар мен қайта құруларды түсінуді талап етеді. Нәтижесінде білім беру мекемесін басқару жүйесінің тиімділігі, жаңашылдығы және бәсекеге қабілеттілігі тұрғысынан жаңа көзқарас қалыптасуда. Бұл мақалада орта білім беру мекемелерін басқарудағы инновациялық көзқарас қарастырылған. Осы мәселе бойынша отандық және шетелдік ғалымдардың зерттеулері зерттеліп, оқу орындарында зерттеулер жүргізіліп, мақала авторларының тәжірибелік тәжірибесі пайдаланылды. Инновациялық педагогикалық менеджмент педагогикалық жүйелерді басқарудың принциптері, әдістері, ұйымдастырушылық формалары мен технологиялық әдістерінің жиынтығы ретінде сипатталады, олардың жұмыс істеуі мен дамуының тиімділігін арттыруға бағытталған және тік басқару жүйесінен (субъект-объект) оқушының да, мұғалімнің де шығармашылық дамуын қамтамасыз ететін ұйымдастырушылық және басқарушылық ынтымақтастықтың көлденең жүйесіне (субъект-субъект) өтуге мүмкіндік береді. Инновациялық процестерді басқару көп нұсқалы, стандарттар мен комбинациялардың өзіндік ерекшелігін, нақты жағдайға негізделген әрекет әдістерінің икемділігі мен бірегейлігін қамтиды. Инновациялық басқаруда дайын рецепттер жоқ және бола алмайды. Бірақ ол белгілі бір мәселелерді шешудің әдістерін, әдістерін, тәсілдерін біле отырып, ұйымды дамытуда айтарлықтай жетістікке қалай жетуге болатындығын үйретеді.

**Тірек сөздер:** білім беру, білім беру мекемелері, инновациялық менеджмент, педагогикалық инновация, сауалнама, басқару жүйесі, эксперимент.