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ПРАКТИКА УПРАВЛЕНИЯ КАЧЕСТВОМ ОБРАЗОВАНИЯ В РК

Аннотация

На сегодняшний день одним из самых приоритетных направлений государственной политики в области образования является достижения высокого качества образования в стране. В настоящей статье автор раскрывает тему управления качеством образования в Республике Казахстан с практической точки зрения. В статье рассматривается система оценки качества образования, где дается общая характеристика данного процесса, а также основные индикаторы – это единое национальное тестирование, где выявляются основные показатели. Также в данном исследовании автор раскрывает остальные элементы управления качеством образования в виде проведения итоговой и промежуточной аттестации учащихся в образовательных учреждениях Республики Казахстан. В результате проведенного исследования, автором предложены практические основы управления качеством образования обучающихся в современных условиях развития.

Ключевые слова: менеджмент качества, мониторинг, управление вузом, управление качеством образования, система качества образования.

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THE PRACTICE OF EDUCATION QUALITY MANAGEMENT IN THE REPUBLIC OF KAZAKHSTAN

Abstract

Nowadays one of the most priority areas of state policy in the field of education is to achieve a high quality of education in the country. In this article, the author reveals the topic of education quality management in the Republic of Kazakhstan from a practical point of view. The article discusses the system for assessing the quality of education, which gives a general description of this process, as well as the main indicators – this is a unified national testing, where the main indicators are identified. Also in this study, the author reveals the remaining elements of education quality management in the form of final and intermediate certification of students in educational institutions of the Republic of Kazakhstan. As result of research, the author proposed the practical foundations for managing the quality of education of students in modern conditions of development.

Keywords: quality management, monitoring, university management, education quality management, education quality system.

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ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ САПАСЫН БАСҚАРУ ТӘЖІРИБЕСІ

Аңдатпа

Бүгінгі күні білім беру саласындағы мемлекеттік саясаттың басым бағыттарының бірі – еліміздегі білім берудің жоғары сапасына қол жеткізу. Бұл мақалада автор Қазақстан Республикасындағы білім сапасын басқару тақырыбын практикалық тұрғыдан ашады. Мақалада осы процеске жалпы сипаттама

беретін білім сапасын бағалау жүйесі, сондай-ақ негізгі көрсеткіштер – бұл ұлттық бірыңғай тестілеу, мұнда негізгі көрсеткіштер айқындалады. Сондай-ақ осы зерттеуде автор Қазақстан Республикасының білім беру ұйымдарында білім алушыларды қорытынды және аралық аттестаттау түріндегі білім сапасын басқарудың қалған элементтерін ашып көрсетеді. Зерттеу нәтижесінде автор қазіргі даму жағдайында студенттердің білім сапасын басқарудың практикалық негіздерін ұсынды. Білім беру сапасын басқару жүйесін жетілдіру ұлттық білім беру саясатының басым міндеті болып табылады.

Түйін сөздер: сапа менеджменті, мониторинг, университетті басқару, білім беру сапасын басқару, білім сапасы жүйесі.

Introduction. The main objective of education modernisation policy in the long term is to ensure the competitiveness of the Republic of Kazakhstan, which requires improving the quality of national education and bringing it in line with international quality standards. For our state, in order to ensure the said objective, it is necessary not only to modernise the learning process in specific educational institutions, but also to ensure timely and realistic assessment of the quality of education. As practice has shown, this requires the training of qualified professionals to assess the quality of the education system. The involvement of high-level specialists for assessing the quality of education makes it possible to effectively address the issues of modernisation and improvement of the national system, which is confirmed by the experience of foreign researchers [1]–[3].

Based on the analysis of foreign authors' works, the conclusion has been made that there are effective systems for assessing the quality of education in the world's leading educational institutions. The following types of education quality assessment have been identified: external expert assessment and internal process quality assessment, as well as expert planning of education system development issues. There are three main models of national or systemic assessment: the English, American and French models. All three have fundamental differences in the procedure and criteria for assessing the quality of education.

We are interested in the issue of quality assurance in higher education. For this level of education and its assessment, these countries use monitoring as well as a system of internal and external criteria that characterise the quality of education. The main traditional elements of these mechanisms, which in general can be characterised as administrative and pedagogical, are more or less the same for all countries. The differences that exist mainly concern the forms of assessment of individual achievements of students (internal mechanism) and the forms of university accreditation or other procedure to establish the status character of the university (external mechanism).

We are interested in how the system of objective evaluation of education functions in these countries, and why the division of responsibilities between external and internal evaluation of education quality ensures the guarantee of its objective evaluation. Foreign experts believe that the objectivity of education quality assessment ensures that there is no dependence on external and internal quality assessment. This implies the transfer of authority for assessing the quality of higher education to non-departmental structures, in which independent experts should participate. At the same time, the inclusion of foreign experts in the teams of independent experts becomes particularly important.

Scientific novelty of the research. Theoretical and methodological approaches to the management of the quality of education in the current conditions of development of primary vocational education institutions are substantiated. The second innovation is that the quality management of education in institutions has been studied as a complex procedural system focused on results, where the main focus is not on the efficiency of performing externally assigned functions, but on the effectiveness of an educational institution achieving integrative quality, a high level of self-organization and professional education of graduates. A conceptual model of the organizational structure based on the principle of functional correlation has been designed, which ensures symmetrical interdependence in the activities of managers, teachers, students and allows achieving a synergistic effect in an educational institution. The author also disclosed the essence of the use of quantitative methods in measuring and evaluating the quality of vocational education in institutions.

Purpose of research. Developing practical foundations for managing the quality of education of students in modern conditions of development of educational institutions in the Republic of Kazakhstan.

Object of study. Education quality assessment management system in educational institutions.

The process of assessing the quality of education and its criteria were defined as the **subject** of the study.

In accordance with the object and subject of the study, the goals of the study were formulated:

Research objectives.

1. To study the practice of management and evaluation of professional education in educational institutions.
2. Theoretically substantiate the concept of education quality management in vocational education institutions.
3. Construct a conceptual model of the organizational structure in a professional educational institution.
4. Develop a technology for managing the quality of education in a vocational school.
5. Determine the range of quality indicators, methods, means of their measurement and evaluation.

Materials and methods. The research materials were scientific works of Kazakh researchers [4]–[6]. The methodological basis of the study was the principles, the system of methods and techniques of dialectical logic, which make it possible to determine the content and methods of studying the management process. Fundamentals of the philosophical theory of knowledge, personal–active approach, provisions of the general, social and pedagogical theory of management. A system–structural approach that makes it possible to study heterogeneous phenomena and processes in the school from a unified position, to find in them a common basis for studying internal processes and relationships.

Fundamental works in the field of education and quality management of this process, developed by domestic and foreign scientists (S.K. Kaldybaev, V.A. Bolotov, N.G. Korneschyuk, et.al.) served as important methodological guidelines [7]–[10].

Methods of empirical and theoretical level were applied in accordance with the tasks set at each stage of the study.

The reliability of the obtained scientific conclusions is ensured by the duration, continuity of study and analysis of the theory and practice of education quality management in the Republic of Kazakhstan, the methodological validity of the concept of education quality management, the implementation of a set of empirical and theoretical methods that correspond to the logic of the study, the representativeness of empirical materials, a broad discussion of the results obtained by the author in the process work on a scientific article.

By analysing the concept of 'quality of education', we come to understand that the focus of the concept changes depending on the specification of the aspects of assessment. Thus, the concept of education quality of an educational institution is characterised by the criteria for the implementation of social objectives of students' personality development in certain aspects. The criteria for quality management of education should assess the whole range of coordinating (managing) impacts of different scales – from the implementation of the elements of the educational process, to its full evaluation. Evaluation, as a procedure, requires the presence of established model parameters, comparison with which the achieved results of education allows adjusting the educational process. Contemporary researchers have developed criteria and indicators to assess the level of competence of students of a particular educational institution at different stages of education (at the "entry" and "exit" levels), as well as to compare the educational level of different institutions with each other and to form the rating of educational institutions. The typical indicators of "return" are student rating, student knowledge level, possibility of further education, employment, etc. [11]–[12].

Results. Currently, the National Project "Quality Education "An Educated Nation" was created in the Republic of Kazakhstan in accordance with the State Program "Education" [13]. It should be noted that the management of modern education quality assessment requires an integral characterisation of internal and external processes. External assessment in terms of license, regularity of attestation, rating and accreditation should be carried out by independent control organizations. Modern criteria for assessing the quality of education in RK also include national, comprehensive and interim testing. In this case, the criteria for defining the quality of education are designed to ensure the competitiveness of the national education system and professionals of the Republic of Kazakhstan in the international educational space and the labor market.

The main goals of the National Education Quality Assessment System are:

- to assess the quality of each level of education and the education system as a whole;
- to form a set of criteria for assessment of such level
- to develop a comprehensive procedure and criteria for assessing the educational attainment of the students
- to create a complex procedure and criteria for assessing a teacher's professional activity
- to develop a comprehensive procedure and criteria for improving the educational process, etc.

Thus, the objectives of the National Project "Quality Education "An Educated Nation" should enable the analysis of the quality of educational services, their sustainable development, as well as the possibility of

obtaining objective information about the condition and development of educational system of citizens to ensure the constitutional rights to quality education.

At the same time, the following objectives are identified as the results of the National project:

1. Improving the quality of education at all levels;
2. Expectation of socio-economic efficiency» [13], both quantitatively and qualitatively;
3. The National project outlines the relationship of development objectives in the system of national education and identifies areas of development;
4. The tasks of education system development and criteria for its evaluation are defined;
5. The resources required to meet the objectives have been identified, specific strategic development objectives have been elaborated, and the circle of responsible managers and education departments has been determined;

The newly adopted programme for the development of Kazakhstan's education meets the requirements of the strategic plan for the development of the nation. The deadline for its implementation is defined from 2021 to 2025.

Discussion. An analysis of the state of the existing National Education Quality Assessment System reveals the following nature of the problems:

1. Imperfect control and measuring materials for all exams, including the unified national testing and comprehensive testing;
2. The received data are unreliable, due to the desire of a large number of stakeholders in obtaining high results of students;
3. As shown by the reporting data of vocational and technical education institutions in RK, there are still problems in assessing learning outcomes, determining the competence of students, inconsistency of graduate's competence profile with employers' requirements;
4. The problem of quality assessment of vocational education and training in the Republic of Kazakhstan has been revealed;
5. The problem of absence of trained professionals, whose activity will solve the problem of test-measuring materials development, has been detected;
6. The problem of lack of trained analysts, able to interpret the mentioned research activity, has been revealed;
7. The problem of diversity of criteria for education quality assessment in different regions of Kazakhstan has been revealed, which makes it difficult to systematize and coordinate the data;
8. The problem of diversity of evaluation criteria of different educational institutions has been revealed, which does not allow to perform comparative analysis of education and competence for rating evaluation, as well as for management of improvement of education quality;
9. The problem of insufficient criteria for assessing the level of knowledge, skills and abilities of students in the procedure of state certification of educational organizations was revealed in addition to the test control;
10. The problem of developing the monitoring of learning outcomes in the education system was revealed;
11. The problem of development of monitoring of results of education in the education system of the Republic of Kazakhstan has been revealed.

To solve the above mentioned problems in the education system on the basis of the working functionality of modern management it is necessary to implement the following conditions:

1. Goal-setting;
2. Planning
3. Projecting
4. Realization
5. Support
6. Monitoring
7. Analysis and adjustment of activities to develop the quality of education of the educational institution.

Goal-setting provides the major management and guidance for the implementation of the education development programme.

We believe that goal-setting is a determining and systemically important function, because at all stages of development management it is effective to determine the purpose of activities, both in the short and medium and long term.

When managing the quality of education in educational institutions, it is important to ensure the effectiveness of designing the activities of managers. Reasonable forecasting, as well as the definition of specific tasks and ways to solve them to ensure the required level of quality, is provided for by the quality management methodology. The program of activities developed on the basis of this approach includes conceptually set goals, means, ways to achieve this goal, the content of the main procedures and forms of organization of the forthcoming activities.

Tracking changes in the system in the monitoring mode is a prerequisite for qualitative implementation of the developed project.

Monitoring allows us to have information on the development of the process. Analysis of the information contributes to the timely identification of problem areas and allows for real-time corrective work.

Applying the functional and structural approaches of the pedagogical analysis of the object, managers get a fairly complete picture of how the educational institution performs the tasks defined by managerial decisions, and meets the requirements for training specialists formulated in the relevant standards and regulations.

Functional analysis should be subjected to such issues as the nature of the quality of vocational education; the quality of the formulation of goals by teachers and the relationship of subgoals, the potential of teachers and students, resource support for the educational process and the regulatory framework.

As these practices have shown, an important role in the implementation of effective management of educational organization development is played by the human factor and the availability of highly qualified management personnel. In the conditions of an educational organization, we recommend to implement additional education of teaching staff management and quality management of education.

Hence, in structural analysis, special attention should be paid to the organizational structure of the educational institution, to the individual functions performed by the participants in the educational process. The main attention of the director and deputies is directed to isolating the main backbone connections, the connection of the system with external factors.

The most important organizational form of design is the distribution of functional responsibilities between employees. At the same time, the clarity of limiting the range of functions, the elimination of duplication, the smallest number of sources for giving and receiving orders and commands must be observed.

Conclusion. Today, the educational environment is becoming competitive on a regional and international scale, so the quality and reputation of Kazakhstani education are important factors in integrating into the international educational space. Further improvement of the national system for assessing the quality of education should be considered as one of the main strategic and priority tasks for the development of the modern Kazakhstani education system, which forms the fundamental basis for the competitiveness of the state.

Consequently, one of the tasks required to ensure the effective implementation of the national programme is the "development of a unified system for monitoring education that will effectively address the problem of management and forecasting of development paths" [14].

However, this task cannot be solved without scientific elaboration of education development criteria.

Aware of the above problems, the state is continuously carrying out reforms aimed at improving the quality of higher education.

The full-scale implementation of the new stage made it possible to develop a strategic plan for the development of the nation for the coming years.

The tasks set by the state for the development of education involve the development and implementation in practice of new systems for monitoring the quality of education based on modern approaches to educational statistics and indicators of the quality of education.

The functioning of the national system for monitoring the quality of education will ensure the protection of the interests of all consumers in the market of educational services and, first of all, the student himself.

In this direction, the development of the Methodology for calculating indicators and indicators necessary for analyzing the state and dynamics of the development of the education system, taking into account international standards, is currently being completed. A regional system for assessing the quality of education is being created. Work is underway to reform the system for collecting statistical reporting – this is the optimization of statistical data, the creation of a database of statistical indicators and indicators in the field of education.

The article considers important issues of improving the quality of education, the development of Kazakhstan's education system, brought by the state to the level of a national project.

Analysis of the goals and objectives set in the National Project "Quality Education "Educated Nation" in the long term has been conducted.

It is concluded that the state determines a strategic direction in the development of the quality of education.

Also, the problems in the implementation of the possibility at the present stage of obtaining important information about the development of the education system have been identified, which required the development of a management model for the development of the quality of education.

The conclusion was made about the important role of the management in the implementation of education development management both in the education system and at the level of educational institutions.

The problems of ensuring the quality of training of specialists in universities have been dealt with and continue to be dealt with in Kazakhstan. In recent years, our republic, from the point of view of developing quality management systems, has gone through the path of learning international experience. Quality management industries now exist in all developed countries of the world, without exception, both in the field of production and in the field of education. It becomes obvious that in order to create and develop such an industry in Kazakhstan, coordinated actions of organizations capable of ensuring the development of methodology and specific management technologies are necessary, and the higher school of Kazakhstan should play the main role in this process.

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