EDUCATIONAL PROCESS AND INNOVATIVE MANAGEMENT IN MODERN PEDAGOGY IN HIGHER SCHOOL

Abstract. According to the authors, in the world tendencies towards a change in the content of education, methods and forms of work with students, associated with the newly emerging concepts of higher education, are increasing. The education system of students is experiencing an innovation process, and the quality of management in modern pedagogy is the main priority of a vocational school, that is, the preparation of the personality of a specialist, professionally competent, competent, creatively developing, dominated by spiritual and moral humane qualities. In this regard, there is an increasing need to enhance the creativity of teachers in the process of using modern pedagogical technologies that will ensure the satisfaction of the demands of modern pedagogical practice. Currently, for a future teacher, mediocre possession of some baggage of knowledge and skills is not enough; his constant readiness for change, readiness for creativity is necessary.

Keywords: education, process, innovation, management, pedagogy, high school, society.

INTRODUCTION

Trilingual education is one of the priorities of the modernization of the Kazakhstan education system for the foreseeable future. In November 2015, the “Roadmap for the development of trilingual education for 2015-2020” was adopted [1]. The Roadmap provides for a number of organizational measures, including the improvement of the regulatory and legal framework, research activities, methodological and scientific and methodological support, activities to promote tri-lingual education, training and professional development of personnel, institutional support and informational support. The “road map” implies teaching some subjects in the Kazakh and Russian languages in all schools, regardless of the language of instruction, as well as a gradual transition to the English language of instruction in high school [1].

Teaching in schools with Russian and Kazakh languages of instruction will be conducted in three languages. In schools with languages of instruction of ethnic groups of Kazakhstan, i.e. in schools with Uzbek, Uygur and Tajik languages of instruction - in four languages (including mother tongue).

Such an innovation, of course, requires great managerial, organizational and pedagogical efforts in the schools themselves. Effective innovative management of trilingual education is required.

Management and management of multilingual education in schools, in our opinion, is the most urgent problem of the implementation of the “Roadmap” of the transition to a trilingual education at the secondary school scale. From the effective planning, organization, control and evaluation of the effectiveness of the process of trilingual education, its quality is largely determined.

MAIN PART

In this article, we use the term “multilingual education”, due to the fact that in schools with national languages of instruction in our country, instruction will be introduced in four languages - Kazakh (state), Russian (official), English and native languages. Multilingual education is the basis for the formation of a multilingual personality, the level of formation of which largely determines the positive nature of personal self-realization of a person in modern conditions of social relations, his professional competitiveness and social mobility [2].

In modern conditions, Kazakhstan's society is going through a stage of its qualitative renewal, in which human capital of market content is one of its priorities. Transformations in the system of social
relations have an impact on education and require an adequate response to the realities of the new historical stage. Education must meet the needs of the development of the economy and society. In his interactive lecture “Kazakhstan on the way to the knowledge society”, President N.A. Nazarbayev cites one of the slogans of Harvard University, which states that “lifelong learning is no longer an alternative, but an imperative.” In this regard, he notes that the quality education that current students receive is “only a starting intellectual capital” and calls for “continuously work on yourself, improve your education, professional competencies” [1].

According to the regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan, the goals of modern higher education are not limited to the training of narrow specialists for a specific area of activity, but to the development of the personality of each person and the enhancement of his professional competence. Thus, even in the State Program for the Development of Education in the Republic of Kazakhstan for 2005–2010, it was stated that in a rapidly changing world and an increase in the flow of information, fundamental subject knowledge is the mandatory, but not sufficient, goal of education. Students should not just master the amount of knowledge and skills that the Kazakh education system (knowledge-centrism) is aimed at. It is much more important and more difficult to instill in students the ability to independently extract, analyze, structure and use information effectively for maximum self-realization and beneficial participation in society (competence) [2].

The sphere of educational management in the implementation of multilingual education is not only the administrative and economic level of management of the educational institution, but also the whole pedagogical process as an integral technological system.

Our observations show that the comprehensive school can work in the following modes:
- simple functioning;
  - development, implementation of innovations, promotion.
  In the first case:
    The Department provides program-methodical, personnel, material, technical and regulatory conditions of the educational process;
  In the second case:
    The tasks of management are innovations, changes in the content, methods of educational work with the aim of increasing its efficiency, more fully meeting the needs of the individual, society and the state.

For targeted and consistent implementation of multilingual education, the following general management principles should be implemented:
- definition of management goals and objectives;
- development of specific measures to achieve them;
- separation of tasks into certain types of operations;
- distribution of work between the performers;
- coordination of the interaction of various departments within schools;
- optimization of the decision-making process;
- improvement of relationships, communication between employees;
- search for incentives for motivation, effective leadership styles.

To ensure the quality of multilingual education you need:
1. Define and concretize the goals of multilingual education, with possible accuracy to predict its future results. To design, model the competencies of a graduate school that the school intends to receive, “at the exit” of the educational process, i.e. determine in advance the future quality of multilingual education. Thus, first of all, you need to strictly adhere to one of the main rules of modern management: to lead is to foresee.
2. Systematically at all stages and levels of the educational process of introducing multilingual education to support, to ensure steady progress towards the goals, constantly checking and correcting the entire set of educational processes.

These processes should include: the process of conducting studies, monitoring the quality, developing the language competencies of teachers and students, examinations and tests, presentation of library services that may seem secondary, but in fact have a significant impact on the overall result.
3. Make the necessary adjustments to the process of multilingual education (adjustment of goals and objectives in accordance with the changing requirements of consumers, external customers throughout, as a rule, a lengthy learning process.

Consequently, a qualitative result will be achieved only if not only the functioning of the school is ensured, but also its development. That is, when the educational process will be innovative.

4. It is necessary to thoroughly check, if possible, objectively evaluate the achieved result, the actual monitoring of the quality of multilingual education, its compliance with the goals and standards set.

Thus, the transition to multilingual education will be successful if the school carries out effective innovation management, taking into account the specifics of the problems of its organization. Only with effective management and leadership within the school can all the key issues of multilingual education be systematically solved - the creation of regulatory frameworks, the provision of teaching staff, scientific and educational support, institutional support, cooperation and a wide exchange of experience.

Nedbaev D.N. highlights the following competencies of an education manager:
1. Knowledge of the features of educational activities; personnel management features; legal aspects of personnel work; information bases of management; safety fundamentals;
2. Management decision making skills; the organization of its activities; staff labor organizations; alignment of communicative interaction; conflict prevention;
3. Personality traits, communicative tolerance, self-confidence, spontaneity; reflexivity; empathy; sociability; motivation; independence; proper attitude [9]

Competences today are used to characterize a specialist’s potential to gain employment in the labor market. In the modern world, they include “literate” level of language proficiency, computer literacy, problem solving skills, flexible and innovative thinking, inclination and the ability to continue education.

To improve teacher training, current requirements are personification and subject invitation of professional and pedagogical training of students, the formation of their readiness for creative pedagogical activity, and the ability to make qualitative changes in the professional sphere. Therefore, to replace the traditional executive activities of the teacher, should come the activities of the problem-research, creative nature, contributing to the understanding of innovative ideas and innovative experience. One of the prerequisites of creative activity is the development of professional competence of the future teacher, which consists in the systemic unity of psychological and pedagogical knowledge, experience, personal qualities of future specialists, allowing to effectively carry out educational activities. Thus, the formation of creative pedagogical activity in the framework of vocational education implies that, on the one hand, the formation of students' psychological readiness for its implementation, their existence of a system of values and priorities that determine behavior in a particular situation, on the other hand, the formation of a system of knowledge, skills, skills and competencies that ensure the conscious mastering of pedagogical engineering and technology.

At the present stage, in various fields of knowledge, approaches have emerged that allow one to examine the essence of the teacher’s creative activity, the mechanism and conditions for its development and to serve as the theoretical and methodological basis for the study. These are philosophical, psychological, pedagogical concepts of individuality, creativity, activity, personality, activity.

CONCLUSION

Systematic and purposeful application of innovations by university teachers not only provides a complex of knowledge and skills in the field of innovation to future teachers, but also provides a personal, creative and individual orientation of the professional activities of future teachers. In the application of innovation can not be rigidly developed algorithms of actions, patterns, stereotypes, simple copying of innovations proposed by others. Each teacher, applying the innovation created by someone, interprets, adjusts it for himself, his individual abilities and qualities. Innovations provide flexibility, mobility, adaptability of innovations to the constantly changing conditions of educational activity, allow the future teacher to fill the traditional, “long-known” forms, methods and means of education with new content and influence the formation of the innovative style of professional thinking.

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ОБРАЗОВАТЕЛЬНЫЙ ПРОЦЕСС И ИННОВАЦИОННЫЙ МЕНЕДЖМЕНТ В СОВРЕМЕННОЙ ПЕДАГОГИКЕ В ВЫСШЕЙ ШКОЛЕ

Аннотация. По мнению авторов, в мире усиливаются тенденции к изменению содержания образования, методов и форм работы со студентами, связанных с внедрением концепций общественного развития высшего образования. Система образования студентов переживает инновационный процесс, а качество проведенного менеджмента в современной педагогике является основным приоритетом профессиональной школы, то есть подготовка личности специалиста, профессионально грамотного, компетентного, творческого, развивающегося, в котором доминируют духовно-нравственные гуманные качества. В связи с этим возрастает потребность в активизации творчества учителей в процессе использования современных педагогических технологий, которые обеспечивают удвоение запасов современной педагогической практики. В настоящее время для будущего педагога посредственное владение некоторого багажа знаний и умений недостаточно, необходима его постоянная готовность к изменению, готовность к творчеству.

Ключевые слова: образование, процесс, инновации, менеджмент, педагогика, высшая школа, общество

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ЖОГАРЫ МЕКТЕП АРКЫЛЫ ПЕДАГОГИКАДА
БИЛІМ БЕРУ ЖӘНЕ ИННОВАЦИЯЛЫҚ БАСКАРУ

Аннотация. Авторы данной публикации считают, что в образовательном процессе есть тенденции к изменению содержания образования, методов и форм работы со студентами, связанных с внедрением концепций общественного развития высшего образования. Система образования студентов переживает инновационный процесс, а качество проведенного менеджмента в современной педагогике является основным приоритетом профессиональной школы, то есть подготовка личности специалиста, профессионально грамотного, компетентного, творческого, развивающегося, в котором доминируют духовно-нравственные гуманные качества. В связи с этим возрастает потребность в активизации творчества учителей в процессе использования современных педагогических технологий, которые обеспечивают удвоение запасов современной педагогической практики. В настоящее время для будущего педагога посредственное владение некоторого багажа знаний и умений недостаточно, необходима его постоянная готовность к изменению, готовность к творчеству.

Түшін сөзсөр: білім беру, процесс, инновациялар, басқару, педагогика, орта мектеп, көпам.

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124