

Қазақ білім академиясының

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Журналда келесі бағыттардағы ғылыми зерттеулер көрініс табады:

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- психология;
- тарих;
- филология;
- философия;
- саясаттану;
- әлеуметтану;
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- экономика;
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FORMATION OF READINESS OF HIGHER SCHOOL MANAGERS TO USE HUMANITARIAN TECHNOLOGIES IN QUALITY MANAGEMENT OF HIGHER EDUCATION

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A modern higher education institution as a dynamic social system contributes to the growth of innovative activity of all subjects of the educational process. In this regard, management becomes phenomenal in the sense that it creates a favorable environment for the development and actualization of human capital, which in turn becomes not only the most important indicator of the effectiveness of this process, but also the quality as its result.

Key words: manager, humanitarian technologies, higher education, professional activity, conditions for effective management.

Analysis of the scientific literature has revealed that in the last decade, scientific problems of quality management have been the object of close attention from representatives of different Sciences.

The scientific basis of quality management is an international problem [1, p. 34]. A significant contribution to the development of the problem was made by well-known scientists, many of whom are the founders of TQM-Universal Quality Management: E. Deming, J.M. Juran and others.

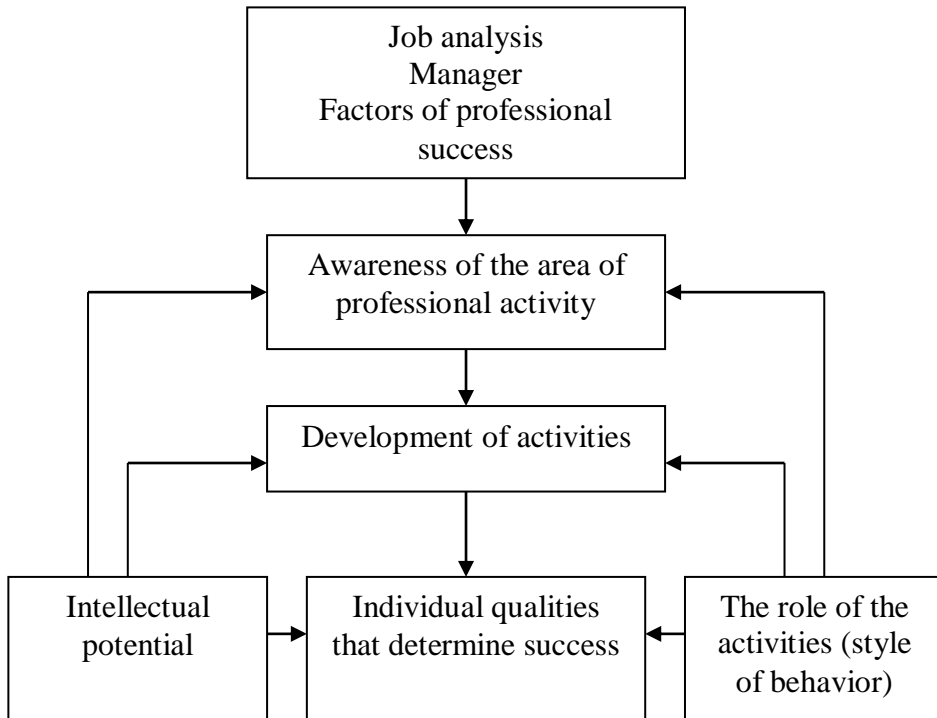
In relation to the field of quality management at the University level, as well as issues of the intra-University quality management system (a problem that has been raised only in the last decade), a number of works are performed in line with [2, 81 p.]:

- pedagogical management of secondary education (K.Ya. Vazina, I.I. Tretyakov);

- monitoring the quality of education (S.E. Shishov, V.A. Kalney, etc.);
- system and systemological approaches (V.V. Gubarev, V.P. Panasyuketc.) [3, 71 p.].

In Kazakhstan science, the study of problems of evaluation and quality assurance is reflected in the works of scientists: E.Sh. Kozybayev, Sh.M. Kalanov, V.K. Bishimbayev and others [4]. Problems of quality management of the learning process in higher education institutions are revealed in the research of K.A. Zhusupova, G.O. Iskakova and others. Psychological and pedagogical bases of integrity and humanization of the pedagogical process were considered by N.D. Khmel, N.N. Khan and others [5, p.16]. The works of G.K. Akhmetova, Z.A. Isayeva and others reflect the ways of development, modernization, reform and development of higher education and the education system as a whole [6, p.71]. A number of Russian scientists such as A. Sultankulova, Z.R. Bashirova [7, p.26] and others examine the problems of management and development of education, in their work reveal the essence, specific features and various aspects of governance in the education system.

The professional activity of a Manager depends on a number of factors (pic. 1). Success is determined not only by the set of factors themselves, but also by their combination. Another component of the model Manager is a complex role, which they exercise in their professional activities: conceptology – an affirmative and guide management concept; the innovator, the initiator and advocate of innovation; hosted by the designer of the organization; the referee is the main person in the conflict resolution; expert – the person who is able to analyze and give a reasonable estimate; the consultant – the person, able to give useful advice, tips, installer; the decision maker (DM) is a personification of control; the person who takes responsibility [8, p. 61].



Pic. 1. Professional activity of the Manager

Mastering professional activity requires students, future managers, to be ready to apply professional knowledge, skills and abilities in solving various management tasks related to personal functions of choice, reflection, meaning formation, organizational and other functions.

Determining the degree of readiness of students for management activities, the implementation of its essence is based on the identification of professional skills of managers. As a methodological premise, we took the understanding of function as the ability to perform any activity, content [9].

The circumstances included: subject of professional activity; objects of the surrounding reality; subjects of the process of performing professional activities; features of the process of managing the professional activities of the team; means, methods and forms of organization and implementation of this process [10, p. 37].

When determining the set of organizational and pedagogical conditions, we took into account the positive experience gained in science in relation to the management of a particular type of team activity. Analysis of the literature shows that the current trend in the development of

management theory is manifested in the desire for democratic, flexible forms and methods of management based on humanitarian technologies [11, p.71]. Management conditions should be used not so much as a system or hierarchy of power, but as a potential for the development of the system (table.1).

Table 1- Organizational and pedagogical conditions for effective management of team activities in solving professional tasks

Condition group	Conditions of this group
Regulatory conditions	- rights and obligations of employees; - legal bases of business entities ' activity; - regulatory requirements for professional activities; - regulatory requirements for material and technical support.
Perspective-oriented conditions	- monitoring the quality of activities; - forecasts of the development of OC; - individual programs of professional activity.
Activity-stimulating conditions	- measures to improve the psychological readiness of employees to carry out professional activities; - measures to improve the professional competence and skill of team members.
Communication and information conditions	- information support for team members; - creation of information databases on the main activities of the OC ; - information provision of specialists of leading services of enterprises with the necessary normative literature.

The efficiency of management of the educational process, as practice shows, depends on the availability of concepts and programs of staff development; process simulation management as a system that promotes self-development; cohesion for the common purpose of the team; the organization of the optimal system of government. A high level of effective management of training, education and personal development of students at the University is provided by the following set of organizational and pedagogical conditions: ensuring continuity of pedagogical management at all stages of the educational process. Thus, organizational and pedagogical conditions for the formation of readiness of future education managers to use humanitarian technologies can be considered: the presence of conceptual foundations; modeling of the object of research; the presence of

a common system of values that unites the team of students; the program of a special course; the use of interactive teaching methods. As we believe, it is necessary to prepare the future Manager «not knowing», but «understanding», feeling, cultural, i.e. prepare for real life in a complex and contradictory world, thereby ensuring the development of the culture of the organization and society as a whole. This means that it is University training that should ensure the student's immersion in the main problems of concern to society: problems of peace, morality, and democracy [12, p.28].

The readiness of future managers for UD is a system of worldview, orientation, regulatory, evaluation, and integrative functions. According to the principles of effective functioning of the professional system: integrity, compatibility with the conditions of its functioning, optimization, we have identified worldview, motivational-value, Gnostic components that are interconnected (table.2, 3).

Table 2 -Readiness of the future Manager for management activities

COMPONENTS OF READINESS		
Ideological	Motivational and value analysis	Gnostic
Reflects the system of views, principles, beliefs, values-goals, attitudes to the professional activity of the Manager.	It reflects a reinterpretation of oneself and others, a system of instrumental values, abilities, and skills; interest in using humanitarian technologies in professional activities; and mastery of professionally significant personal experience.	It reflects confidence in your knowledge and skills, a sense of purpose, and a willingness to use humanitarian technologies.

Table 3 -Indicators and levels of motivational and value readiness of students

Levels	Indicators
Low	Unformed system of views, beliefs, values, goals, indifferent attitude to professional activity. Lack of interest in humanitarian technologies. Situational need to use humanitarian technologies in management activities. I am not confident in my knowledge, skills, and lack of professional personal experience.

High	A system of views, life values, and a positive attitude to professional activity has been formed. Full awareness of the importance of humanitarian technologies as an effective means of managing the quality of education. The need for self-improvement in the use of humanitarian technologies in the management of the educational process.
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A method of preparation of heads of universities to the application of humanitarian technologies of management required determine the objectives and performance criteria of training, content of the training program, formed competencies, criteria of monitoring and self-evaluation, methods and techniques, the nature of information presentation, design of training, training equipment.

The goals of the methodology: 1) theoretical, fundamental: to study the process of development of value orientations; 2) practical, applied to develop a system of methods and techniques for the development of value orientations.

The criteria for the effectiveness of the training methodology are: a) readiness and ability to use humanitarian management technologies of the University; b) completeness of the analysis of the development of value orientations at the theoretical level, a conceptual approach to solving the problem; c) practical mastery of the methods of development of value orientations.

We have identified the levels of readiness of education managers to use humanitarian technologies (table. 4).

Table 4-Characteristics of the module of functional competences of an education. Using humanitarian management technologies

Functional competence module	Specifications
1	2 Manager:
Managing relationships in	Builds relationships within the OC: supports a management style aimed at developing relationships with subordinates; adapts the form of information presentation to the personal characteristics of the staff; establishes and maintains feedback with the staff.
Team work	Is a member of the team: is the organizer of team creation; inspires staff to contribute to the OU's work;

	<p>notices and pays tribute to the personal contribution of the staff to the development of the corporate culture of the OU.</p> <p>Supports staff: determines what support is required for staff and provides such support; responds positively to the contribution of the OU staff to the team development process;</p> <p>Offers a direction for the group's development: uses knowledge of the strengths, interests, and qualities that need to be developed in group members to determine personal tasks in team work; ensures that team members understand their personal and collective responsibility.</p>
Influence	<p><i>Creates a positive image:</i> provides clear oral and written information taking into account its impact on the formation of value orientations; behaves in a manner appropriate to the situation. Influences the way of thinking of the staff: presents compelling and well-founded arguments; convincingly presents his own point of view; adapts and develops arguments to achieve the desired results.</p> <p><i>Changes the opinions of others:</i> in the dialogue, it seeks to achieve a mutually beneficial result; tries to ensure that management activities contribute to the formation of value orientations; identifies and uses the views of the staff to develop new positions.</p>
Work with information	<p>collects and uses all the information necessary for making decisions on the development of employees ' value orientations;</p> <p>delegates the decision to the staff; involves staff in decision-making.</p>
Personal development	<p><i>Develops itself:</i> builds its own value system; looking for opportunities to develop their own value orientations; positive attitude to feedback; regularly analyzes and improves personal development plans.</p>
Development of value orientations	<p><i>Develops staff:</i> coordinates and implements action plans for the formation of value orientations; owns interactive learning methods; seeks to establish and provide positive feedback; supports employees in their</p>

	desire to put their knowledge into practice; Developing a corporate culture: ensures that the development of value orientations makes a useful contribution to the organization's activities.
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The leading principles for selecting the content of training managers to use humanitarian technologies in their professional activities are the following: scientific character; interdisciplinarity, invariance and variability, the leading nature of the content, practical orientation, orientation to the use of humanitarian technologies in management activities, combining management experience with theoretical concepts, taking into account the managerial experience of students [13, p.39].

The principles of training organization are: matching methods to the nature of the content; reliance on the person as the main subject of activity; reliance on the professional and life experience of University leaders studying; focusing on mastering active learning methods. Taking into account the above principles, it seems that the formation of a methodology for preparing managers for the use of humanitarian technologies in professional activities should focus on the introduction of cooperation, collective learning, creation, and individual approach in training.

Coming up to the conclusions: training managers in the field of humanitarian technologies has the following goals [14, p.18]:

- to form a certain system of theoretical, empirical and axiological ideas about modern views on the use of humanitarian technologies in management;

- to increase the independence of OU managers in terms of teaching them methods of explaining management processes related to the formation of value orientations, andragogical approach and the use of interactive technologies in training;

- to teach managers to determine the need to develop employees' value orientations;

- to form a system of special skills, including: self-management skills, knowledge of modern methods of active learning at three levels: individual, team, group; formulation, preparation and solution of various training and production tasks, questions, tests, exercises [15, p.38].

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Түйін

Мақалада қазіргі жоғары оқу орны серпінді әлеуметтік жүйе ретінде білім беру процесінің барлық субъектілерінің инновациялық белсенділігінің өсуіне ықпал ететіндігі қарастырылған.

Резюме

В статье рассматривается современное высшее учебное заведение как динамичная социальная система, способствующая росту инновационной активности всех субъектов образовательного процесса.