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PEDAGOGICAL MANAGEMENT IN THE PRACTICE OF MANAGING THE EDUCATIONAL PROCESS IN PRIMARY SCHOOL

The article deals with the concept of pedagogical management, the content of which is aimed at developing the culture of management activities of primary school teachers. From the point of view of management of educational systems and processes, pedagogical management is a branch of pedagogy, the subject of which is the organization of management in the field of education and in educational institutions.

Modern primary schools need not only teachers who are able to explain new material and organize their work, but also those who are able to competently manage the educational and cognitive activities of students. Modern pedagogical science and practice strive to understand the whole pedagogical process from the standpoint of management science, to give it a strict scientifically justified character.

In terms of restructuring management structures in Kazakhstan special attention is paid to pedagogical management, managerial expertise, learning management models, since the features of management due to a combination of factors, among which the major role is played by forms of government, types of education management, the degree of development of the educational market.

Keywords: pedagogical management, educational systems, educational process management, management in education, types of leadership.

Introduction

The theory of pedagogical management, which is a set of principles, methods, organizational forms and technological methods for managing pedagogical systems for training teachers, aimed at improving the effectiveness of their professional

activities and developing personal qualities, is recognized as one of the ways of forming a culture of management by modern researchers

The art of communication with students, special managerial skills and the ability to organize the educational process play a special role in pedagogical management.

Management issues in the education system as a whole are widely reflected in the scientific and pedagogical literature[1-3] (T. G. Badeshko, K. Ya. Vazina, Yu. V. Vasiliev, V. I. Kochetkov, V. S. Lazarev, T. F. Loshakova, M. M. Potashnik, V. P. Simonov, T. I. Shamova, E. A. Yamburg, etc.) [4-6], but it should be noted that management problems are considered mainly at the level of management of an educational institution. At the same time, the theoretical basis of the teacher's management activity is not fully developed, there is a lack of research on the problem of preparing future teachers for management activities in primary education, and the content of managerial competence is not revealed [7,8].

In the conditions of active integration of the Republic of Kazakhstan into the world educational space, one of the fundamentally new strategies for improving the training of teaching staff is put forward its orientation on management activities that involve forecasting, organizing, controlling and regulating the educational process, as well as creating conditions for the physical, mental and spiritual development of younger students [8-10]. This is due to the fact that in all areas of pedagogical activity, including in the system of training future primary school specialists, management becomes a universal tool that allows it to be systematic, purposeful, flexible and effective.

The modern school needs teachers who are not only able to explain new material and organize their work [6], but also who are able to competently manage the educational and cognitive activities of students. We are talking about the new role of a teacher-a teacher-Manager who is able to provide a guaranteed level of education of the student, that is, to achieve a predictable and diagnosable result in the planned time and with pre-determined resource costs.

Materials and methods

The main tasks of pedagogical management are setting goals and objectives; planning the process; providing resources for the process; ensuring high motivation of participants; monitoring and coordinating the process; analyzing results.

Management in the field of education and upbringing has such specific features as direct and personally involved interaction with students in the educational process; the need for differentiation and individualization of educational services; the dependence of the organization's functioning on consumer behavior; the complexity of determining quality parameters; the need to possess perfect skills of working with consumers, and others.

To successfully ensure a holistic educational process, the teacher must skillfully combine different types of leadership in himself and his work, and carry the experience of building a versatile educational reality as an environment for the full formation of the students' personality and their capacity to act.

Pedagogical management includes the following levels: first of all, management of the student's activity. The main tasks of pedagogical management are to ensure high motivation of participants; control and coordination of the educational process; analysis of performance results.

Management in the field of education and upbringing has such specific features as direct and personal interaction with all subjects of the educational process; the need for differentiation and individualization of the communication process; the dependence of the functioning of educational activities on the behavior of students; the complexity of determining the quality parameters of management activities in the classroom.

To successfully ensure a holistic educational process, the teacher must skillfully combine different types of interaction in himself and in his work, carry the experience of building a versatile educational reality as an environment for the full formation of the students' personality and their ability to act.

In modern conditions, the activity of a primary school teacher goes beyond the scope of educational activities. The activity of the teacher and the student acquires an active social status and purposefully implements the tasks of improving performance, the purpose of which is to implement high humanitarian standards of life of students at the initial stage and to achieve socially significant results. Today, the concept of «pedagogical management» can be considered and interpreted as a new social phenomenon as the organization of education, development, training and formation of managerial competence in the system of professional activity as didactic skills to improve the personal potential of students. As the experience of developing effective management within the framework of applying the theory and practice of pedagogical management shows, it allows you to Orient the personal potential of students not only for the acquisition of universal knowledge, skills and abilities, but also for the development of a person who is able to creatively apply the acquired knowledge in practical activities, improve their activity culture.

The tasks of managing educational systems as a sphere of competence of pedagogical management include a whole set of various measures that are aimed at ensuring the effective and sustainable functioning of the educational process in the conditions of modern educational and educational activities. Among them, such as organizational, methodological, didactic, educational, information, image, control and monitoring, etc. are particularly distinguished. All this complex of directions is the direct content of the activity and the phenomenology of educational

reality, which is formed in a holistic and orderly process thanks to specially built management, namely pedagogical management.

The concept of «management» in pedagogy began to be used relatively recently (Tab.1).

Table 1 – The concept of «management» in pedagogy

The concept of «management»	Content
Management – 1	This is the ability to achieve the tasks set, using the work, intelligence and motives of behavior of subjects of educational activity.
Management – 2	This is a function, type of activity, the content of which is the management of the subjects of the educational process within the school community.
Management – 3	This is a field of knowledge that helps to implement the management function; management is a way, a manner of communicating with students, the skill of building relationships, a special kind of skill-management.

Structure of pedagogical management. Especially in educational activities includes the following levels: 1) management of the class team; 2) management of the student's activities; 3) management of the group of students.

Pedagogical reality is a set of hierarchically linked vertically and horizontally systems (a system is a set of elements between which certain relationships appear). For example, the didactic system is a part of the General pedagogical system, which can be considered as relatively independent in order to better understand the processes that occur in it.

The systemic nature of pedagogical processes corresponds to the systemic nature of pedagogical management in the main dimensions.

Vertically there are the following systems and their corresponding levels of control: the public education system and education in General (public management); the regional educational system (a level of regional management); regional (district) network of educational institutions (regional management level); educational institutions and an appropriate level of management; division of educational institutions and the appropriate level of management.

Horizontally, the following levels of qualified management are marked: training sessions; independent extracurricular activities; professional management at the initial stage of educational activity.

Management of students' educational projects is highlighted separately. Training projects are relatively separate areas (parts) of activities performed for a specific purpose. For example, at the school level, there may be the following educational projects: research on a specific topic. Which arouses the interest of students; training sessions in professional areas; various educational activities taking into account the participation of students; publishing projects; holidays; entertainment events.

Among the essential and permanent components of educational systems are the following (Tab. 2).

Table 2 – Components of the educational system

Goals (meaning) of the system functioning	Content
Component-1	formation of a free, responsible and creative student ready for life in modern conditions
Component-2	content filling of processes and subprocesses
Component-3	organization (forms and methods) of the process
Component-4	motivation of participants in pedagogical processes to achieve high results
Component-5	products (results) of the system operation. It is important to control their quantity and quality

As components of pedagogical management, researchers define the following components:

- educational component that involves the organization of the learning and education process in its relationship with the principles, methods, tools and forms of educational process management;
- motivational component that provides setting goals for individual participants in the joint labor process;
- cognitive component that reflects the interpretation of pedagogical knowledge as methods for developing corporate thinking;
- activity component used in the framework of using scientific pedagogical approaches, educational concepts and the human factor;
- creative component, according to which pedagogical activity is based on the creative nature of the work, setting goals and developing ways to achieve them;
- information (conative) component that defines information as a subject of pedagogical activity;

– integrative component, which is used to implement the function of managing educational activities by setting goals and ways to achieve them, developed in conjunction with the subjects of the educational process (Simonov, 2009).

Modern authors state that pedagogical management is a set of principles, methods, organizational forms and technological methods of managing the educational process, aimed at improving its effectiveness. From the standpoint of pedagogical management J. A. Konarzewski identifies the following management principles:

- the principle of respect and trust for the student and yourself;
- the principle of a holistic view of the educational process;
- the principle of cooperation; the principle of social justice;
- the principle of individual approach in management;
- the principle of enriching the activities of the teacher and student;
- the principle of personal incentives;
- the principle of consensus; the principle of collective decision-making; the principle of targeted harmonization;
- the principle of horizontal links;
- the principle of Autonomous management; the principle of constant updating.

The functions of the teacher as a Manager who provides the educational process in the classroom are to:

- 1) identify and find each student's learning prospects;
- 2) be able to choose the necessary qualification level in order to increase the professional experience;
- 3) concentrate the subjects of training in one place (school, class);
- 4) start the process and provide all the necessary tools;
- 5) stimulate, control and adjust the process to achieve the desired quality;
- 6) obtain the resources to distribute their development.

The main tasks of pedagogical management are as follows: setting goals and objectives; planning the process; providing resources for the process; ensuring high motivation of participants; monitoring and coordinating the process; analyzing the results.

The peculiarity of the sphere of pedagogical management is due to the nature and nature of educational activities. Training and education create a very unique product that is not similar to the products of other fields of activity. The product of the educational process is a capable student.

Management in the field of education and upbringing has a number of the following features (Tab.3):

Table 3 – Features of management in the field of education and upbringing

Pedagogical management	The sphere of pedagogical management
Field of activity - 1	direct and personal interaction with all subjects of the educational process
Field of activity - 2	the need for differentiation and individualization of educational services
Field of activity - 3	consumers ' desire to receive relatively small amounts of services
Field of activity - 4	dependence of the organization's functioning on consumer behavior
Field of activity - 5	the difficulty (and often impossibility) of creating the inventory
Field of activity - 6	the complexity of determining the quality parameters
Field of activity - 7	the need to have perfect skills in working with consumers
Field of activity - 8	the complexity of determining the efficiency of the staff;
Field of activity - 9	the presence of a number of local regulators that significantly affect the course of the process

It is obvious that the leading role in pedagogical management as an everyday

Therefore, the primary school teacher must be a leader in the school. Referring to the existing management experience, identify five types of leadership that a teacher needs in order for his organization to be considered successful.

Technical leadership: the Manager is successful and recognized in planning, organizing, coordinating, budgeting, and scheduling. Well versed in the economic problems of the school.

Human leadership: a leader is good at connecting with people, providing support, and managing conflicts. It influences the formation of moral foundations and moral values, and contributes to the development of creativity. Uses tactics of joint decision-making.

Educational leadership involves the success of the leader in diagnosing problems of the school and teachers, helping to evaluate teachers (as teachers and as subject matter specialists). The educational leader is successful in drawing up the curriculum and in structuring the training program. He can participate in the training of school teachers.

Symbolic leadership: the leader becomes a symbol of an educational institution, i.e., many people know the school (or Lyceum, College, University) not

by name, but by the name of the head. He presides at ceremonies and gatherings, knows the name of employees and students, visiting classes and making the rounds of the school. The teaching staff and students immediately understand what their Manager values, which gives them a sense of confidence and focus in their actions. They feel their involvement in the school's Affairs, and their interest increases.

Cultural leadership: the head of such a school is a kind of «high priest», he is the main carrier and guardian of the school's culture, its traditions and symbols. It supports the climate, basic ideas and common goals, and ensures that traditions and culture are passed on to newcomers. People begin to believe in the school as an ideological system, understand that they are members of a strong culture, and this gives them a sense of self-importance and a sense of the importance of their work, which serves as a great incentive for them.

The purpose of this research is to study the existing theoretical models of educational management, analyze these models and compare the appropriate model to the Kazakh realities.

Educational management as a separate branch of science is actively developing in many educational systems around the world. However, the theory of educational management is still not fully understood, particularly in developing and non-English-speaking countries. The article uses General scientific methods such as descriptive analysis, synthesis, comparison, and generalization.

Conclusions are drawn: it is necessary to review the existing models of educational management, especially the bureaucratic model in the system of educational management; educational management requires further study of the practices of different countries.

Possible scenarios for the development of educational management in Kazakhstan are proposed. Currently, significant attention is paid to improving the management of educational activities. This is because education performs a political function, i.e. implementation of the state policy and ideology through education; economic – the formation of social and professional structure of society through the reproduction of the labor force, retraining of workers; socio-cultural – education of the student, teaching traditions and cultural characteristics, socialization of the individual in society. In this situation, management in the field of education rises to the first stage. In the XXI century, educational management has taken a new turn of development almost all over the world. It is extremely important to understand the existing and proposed theoretical models of educational management, which equally reflect the school and higher education systems, for effective management in the organization of education to achieve the goals and objectives based on available resources. All formal models characterize schools and universities as goal-oriented organizations, i.e. the organization of

education usually has goals that are accepted and adhered to by the members of the organization.

The next feature of all formal models is rationality in decision-making: options are considered and evaluated from the point of view of reachability. In the formal models of the government is submitted through official positions: managers and leaders have the authority within their positions. The last feature of formal models is accountability to the funding body. In centralized education systems, schools and universities are accountable to the district and city departments of education and to the Ministry of education and science in General. In decentralized systems, managers and Directors are financially and administratively responsible for the activities of their organizations to the Board or Board of governors.

Structural models as a type of formal models differ in that the structure refers to the relationship between people in the organization, the nature of these relationships and their expression to achieve the goals of the organization. The structural model is not necessarily hierarchical. If organizations are hierarchical, they can be built in such a way that delegation and participation in decision-making are practiced. The structural model of educational management can consist of five main levels:

- 1) the Central level, including national and regional – is the official participation in events of this level;
- 2) institutional level-ticket offices, primary schools and other educational organizations;
- 4) individual level-teachers, students.

In system models, the organization and management processes of the educational process are seen as a complete, dynamic and complex system. System models form the basic principles and laws that guide the learning process in the classroom at the initial stage. Their main focus is the relationship between the components of the learning process and access to the social environment.

System models include rational models of educational management, where they attach special importance to the management process.

Identifies five key principles of the rational model:

- 1) goals and priorities selecting a priority and allocating resources according to the degree of importance in relation to the goal;
- 2) long-term planning – decisions that reflect awareness of long-term possible consequences and outcomes;
- 3) evaluation of alternatives, careful weighing of alternatives in relation to the choice of direction, which is most related to the organizational tasks of managing educational processes.

Rational models of educational management have distinctive features, but they share common similarities of formal models, such as agreed organizational tasks that aim at common learning goals.

The next group of models in the theory of pedagogical management are collegial models. According to this model, the leader in the class must understand the role and responsibilities, share common values that arise in the future. And this leads to the formation of common goals and objectives of the organization;

Today's education system in Kazakhstan as a whole fully corresponds to the above models, i.e. it is a formal pedagogical management. Despite many reforms, the system of pedagogical management at school, especially at the initial stage of training, remains a practically rational process, full of prospects.

Understanding the need to develop pedagogical management in education in our country is officially mentioned in the state program of education development for 2011–2020.

In our opinion, the scenario for the development of educational management in Kazakhstan may have the following options:

1) study of foreign experience and implementation of best practices and technologies, which is the easiest option, but the complexity arises when implementing changes;

2) study the theory of pedagogical management, at the same time create your own Kazakhstan practice of educational management, move to a new managerialism;

3) study the activities of practitioners, promote science from the initial stage of training.

The theory of pedagogical management attracts first of all with its personal orientation and is built on the basis of genuine interaction in the «teacher-student» system. The practical significance of pedagogical management in the educational process provides a person-oriented organization of educational and cognitive activity of students as a managed process, where it is possible to predict its development.

The effectiveness of pedagogical management in the learning process and management of educational and cognitive activities should not be based on averaged equalization data, but on measures that allow to objectively reflect the level of results of the learning process, which makes it possible to track the dynamics of each child in learning.

However, pedagogical practice testifies to insufficient attention of teachers to the control system and reliable assessment of the results of educational cognitive activity of younger schoolboys, which leads to incorrect estimates, negatively

affecting motivation, learner's self-esteem and performance. Unsubstantiated evaluations are a common cause of teacher conflicts with students and parents.

Pedagogical management in the student's activity is stimulated not only by interesting educational material and various methods of its development, but also by the nature of the relations that the teacher – Manager approves in the learning process. In an atmosphere of love, goodwill, trust, empathy, and respect, the student willingly and easily accepts the educational and cognitive task.

Based on data from a survey of practical teachers. For students of the management system in education, it can be argued that this work allows the teacher to really see their progress and the success of students, as well as gaps in knowledge.

The introduction of management into the learning process from the initial level strengthens and enriches the motivation of educational, cognitive and creative activities of all subjects of the educational process.

For positive motivation of teaching and teaching activities, you must be able to independently determine the quality of your own knowledge and actions. Students, as well as teachers, should have a desire to improve educational activities on their own initiative.

In this case, the student will acquire the ability to be independent in the process of learning. And the teacher, in turn, will be able to see the process of managing the subject lives of students and provide targeted and timely correction.

Results and discussion

Thus, the analysis of experiences of primary school teachers showed the presence of contradictions between: high organizational and regulatory capacity of educational evaluation in the educational process and insufficient development of the totality of psycho-pedagogical conditions of realization of pedagogical management as a tool of poverty actionlab management of educational-cognitive activity of Junior schoolchildren from the standpoint of modern pedagogical science.

Management of educational and cognitive activities of younger students using pedagogical assessment should be considered as a multi-component structure of pedagogical management, reflecting the evaluation component of the teacher's professional activity in each of the six elements of student learning activities:

- 1) goal setting (when setting the goal of the upcoming activity, ensure joint work with children on its understanding, acceptance and setting of educational tasks);
- 2) motivation (when motivating educational activities to provide support for the internal motives of their activities);
- 3) selection of funds (to make a joint choice with students of funds that are adequate to the goals);

4) choice of actions (to ensure the variability of actions, their choice in accordance with the capabilities of students);

5) identifying the result (to assess the student's achievement of a personally significant result, the focus of the teacher's attention is internal positive changes in the student's personality);

6) when evaluating the results of educational knowledge (providing students with the opportunity to make a self-assessment of the result).

Conclusion

Modern pedagogical science and practice seek to understand the holistic pedagogical process from the standpoint of management science-pedagogical management, to give it a strict scientifically justified character. It is true that many domestic and foreign researchers claim that management is real and necessary not only in the field of technical and production processes, but also in the field of complex social systems, including pedagogical ones.

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ПЕДАГОГИКАЛЫҚ БАСҚАРУ ӘЛЕУМЕТТІК МЕКТЕПТЕ БІЛІМ БЕРУ ҮРДІСІН БАСҚАРУ

Мақалада бастауыш сынып мұғалімінің басқару қызметінің мәдениетін дамытуға бағытталған педагогикалық менеджмент ұғымы қарастырылады.

Білім беру жүйелері мен үдерістерін басқару тұрғысынан педагогикалық менеджмент – бұл білім беру саласында және білім беру-тәрбие мекемелерінде басқаруды ұйымдастыру мәселелерінің мәні болып табылатын педагогика саласы.

Қазіргі бастауыш мектеп жаңа материалды түсіндіруге және өз еңбегін ұйымдастыруға қабілетті бар ғана мұғалімдерді емес, сонымен қатар білім алушылардың оқу-танымдық қызметін сауатты басқара алатын мұғалімдер қажет.

Қазіргі педагогикалық ғылым мен тәжірибе біртұтас педагогикалық процесті басқару ғылымы тұрғысынан ұғынуға, оған қатаң ғылыми негізделген сипат беруге ұмтылады.

Қазақстандағы басқару құрылымдарын қайта құру жағдайында педагогикалық менеджмент – басқару тәжірибесіне, басқару модельдерін зерттеуге ерекше көңіл бөлінеді, өйткені менеджменттің ерекшеліктері факторлардың жиынтығымен байланысты, олардың ішінде мемлекеттік құрылым нысандары, білім беру жүйесін басқару түрлері, білім беру нарығының даму дәрежесі үлкен рөл атқарады.

Кілтті сөздер: педагогикалық менеджмент, білім беру жүйелері, білім беру процесін басқару, білім берудегі менеджмент, қолбасшылық түрлері.

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ПЕДАГОГИЧЕСКИЙ МЕНЕДЖМЕНТ В ПРАКТИКЕ УПРАВЛЕНИЯ УЧЕБНЫМ ПРОЦЕССОМ В НАЧАЛЬНОЙ ШКОЛЕ

В статье рассматривается понятие педагогического менеджмента, содержание которого направлено на развитие культуры управленческой деятельности учителя начальных классов.

С позиции управления образовательными системами и процессами педагогический менеджмент – это отрасль педагогики, предметом которой являются вопросы организации управления в сфере образования и в образовательно-воспитательных учреждениях.

Современная начальная школа испытывает потребность не только в учителях, способных объяснять новый материал и организовывать свой труд, но и умеющих грамотно управлять учебно-познавательной деятельностью обучаемых. Современная педагогическая наука и практика стремятся осмыслить целостный педагогический процесс с позиций науки управления, придать ему строгий научно обоснованный характер.

В условиях перестройки структур управления в Казахстане особое внимание уделяется педагогическому менеджменту – управленческому опыту, изучению моделей управления, так как особенности менеджмента обусловлены совокупностью факторов, среди которых большую роль играют формы государственного устройства, типы управления системой образования, степень развитости образовательного рынка.

Ключевые слова: педагогический менеджмент, образовательные системы, управление образовательным процессом, менеджмент в образовании, типы лидерства.

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