

## Innovative Methods of Education Management: Advanced Western Technologies

<sup>1</sup>G. Jerdimaliyeva, <sup>2</sup>L. Ilimkhanova, <sup>3</sup>A. Yessentayeva, <sup>4</sup>L. Koishigulova, <sup>1</sup>D. Lepeshev and <sup>5</sup>Zh. Sabiraliyeva

<sup>1</sup>*Department of Music State Institute of Music Alzhir*

<sup>2</sup>*Member of Council For Innovative Research (USA), Department of Education (Central University of Nicaragua) Mexico University, Azteca*

<sup>3</sup>*Eurasian University, Astana, Kazakhstan*

<sup>4</sup>*Kh. Dosmukhamedov Atyrau State University, Atyrau, Kazakhstan*

<sup>5</sup>*Zhanat Sabiraliyeva, Taraz State Pedagogical Institute, Taraz, Kazakhstan*

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### Corresponding Author:

L. Ilimkhanova

*Member of Council For Innovative Research (USA),  
Department of Education (Central University of  
Nicaragua) Mexico University, Azteca*

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**Abstract:** The research is devoted to the study of innovative methods of implementing the management of education in higher education. In this study, we consider the need to change existing forms of control over the activities of a higher education institution. Current trends in university management are analyzed: strategic management, risk management, democratization and decentralization. In this study, we decided to dwell in detail on the management systems of America and Japan, comparing with the management of education in Kazakhstan. The advantage of the work is a comparative analysis of the methods of managing education in foreign countries and an explanation of the need to adapt new methods of management education in the Republic of Kazakhstan.

## INTRODUCTION

The research is devoted to the analysis of education management in the system of higher education. The main theme of the work is to compare the methods of managing education in Foreign countries: the United States and Japan. The analysis of innovative management methods of the university is conducted with the purpose to find out which of them is expedient for introducing into the management of education in our country.

Pedagogical education is not an autonomous independent system but a system of interaction between a number of factors. The education system needs organization, leadership and management. In this connection, there arose the need to develop special

methods and models, technologies and techniques for the management of education. Modern education system is characterized by active implementation of management in it, i.e., bases of management. Under the direction of education, it is customary to understand an interrelated set of periodically recurring processes of developing, adopting and implementing a solution that focuses on the stable state of the organization of education and improving the effectiveness of its activities<sup>[1]</sup>. Education management is carried out by special organizations or authorized bodies<sup>[2]</sup>.

Quality management of higher education obliges educational institutions to have, in optimal proportions with the scale of their activity, literate teachers, professionals, management personnel, service and

technical personnel. Each employee of the university should perform its work as effectively as possible, raising the level of professionalism, in accordance with the requirements of the Ministry of Education, current legislation and the Kazakhstan-2050 Strategy<sup>[3]</sup>. The basis for the management of the quality of education are the following types of educational activities of teachers:

- Educational
- Educational-methodical
- Research
- Educational
- Public<sup>[4]</sup>

The management of education and its quality in each institution covers the following elements of the activity of the educational organization:

- Forecasting and planning activities
- Organization of the educational process
- Motivation of pedagogical activity
- Accounting, analysis and assessment of the state of affairs in the university

Adopting appropriate measures of administrative and stimulating impact on the consistent improvement of the final results of the creative work of students and educators in a single educational process of future specialists<sup>[5]</sup>. The effectiveness of education management in the system of higher education directly depends on the effectiveness of the current legislation on the current policy of the educational institution, the results of the state certification of the university and its accreditation, the results of planned and unplanned inspections<sup>[6]</sup>.

To control the activity, the educational organization uses a number of methods. Every year as management is introduced into education, these methods are improved, inefficient or outdated ones are eliminated and replaced with new ones. One of the innovative methods of educational management is risk management. It is based on the goal-directed search and organization of work to reduce the degree of risk, the art of obtaining and increasing income in an uncertain economic situation<sup>[7]</sup>.

In other words, risk management is a strategy for managing education based on working with risk and aimed at reducing it. The introduction of the risk management system into the practice of corporate governance of the educational sector is conditioned by the Government's desire to improve the existing system of internal control and risk management. We can distinguish the following risk management methods: risk avoidance, reduction, transmission and adoption.

The main function of risk management in the educational environment is the management of risks in the financial sphere. The university's activities are connected

with the distribution of financial resources: providing training aids, repairing, sponsoring internships and competitions, etc. The main revenues of the university in conditions of reduced state funding are: funds received for paid training, won research grants, government transfers for students at the expense of the state. With good management, financial management will be stable and secure. If you do not manage finances then the university may find itself in a difficult financial situation

One of the effective ways to reduce financial risks for public institutions of higher education is to finance a university under public private partnership. The essence of this method is as follows: the university approves the funding program for several years. An agreement is concluded between the university, the Ministry of Education and a private investor company which during the duration of the contract, must provide services for the development of the university infrastructure<sup>[8]</sup>.

## **MATERIALS AND METHODS**

This work is based on the research of American, Japanese, Kazakh and Russian authors. S. Anand., SenA. describe the features of the management of education in the University of Duke which distinguishes almost hollow autonomy. Russian researchers A.V.Gileva, N.S.Isupova, describe the main methods of managing education in the university, the reasons for the transition to new methods. P.A. Kapyrin supplements his colleagues with the description of innovative methods of management in education. Domestic researcher A. Kultumanov pays attention to the development of management in education in Kazakhstan, pointing out the reasons for the need for reforming this field.

But this is not the only tool for managing education. Let's analyze the main trends of modern education management. The first model analyzed by us will be the model of education management in Germany. Firstly, it should be noted that the guidance for exercising control over the education system belongs to the federal states<sup>[9]</sup>. An important place is given to the issue of regulating educational activities for the School Committee and the Committee of Higher Schools. The duties of the Higher School Committee include interaction with different state and public bodies. For example, the Council for Science, the West German Confederation of University rectors, the Higher Education Planning Committee and others.

On the instructions of the heads of the governments of the lands, the Committee's staff created a number of documents to improve the content of training specialists in higher education<sup>[10]</sup>. The Ministry of Culture and Education of the Earth has the authority to appoint the professors of the university and open/close specialties, regulate the number of students. Personnel issues are solved by the university. If there is a vacant seat in the

department, then several candidates are proposed for it which are analyzed by the commission created by the Faculty or the Senate. The Senate selects 3 candidates and offers them to the Ministry. A new employee will be appointed from these candidates.

The opening of new specialties is also approved by the Ministry. Attestation of the directions of training specialists is carried out by the Conference of Rectors. Her commission studies the materials of the self-assessment of the university, attends lectures and practical classes, talks with students and teachers. Based on the results of the audit, a report is drawn up which reflects the strengths and weaknesses of the institution. Accreditation of universities in Germany does not exist, since, there is only one private university<sup>[11]</sup>.

The reform of Germany's higher school envisages several major projects: shortening of the term of study, earlier admission to the university, greater universality of student preparation. At the same time, academic standards should be guaranteed, unified and comparable for further education in higher educational institutions. It should expand to the level of higher education for people who have received a good initial education and qualitative professional qualification. Thus, the management of higher education in Germany is carried out by the Ministry, the land, the university structure and the board of trustees. Management is strict, in contrast to the United States.

Education management in the US is characterized by freedom, liberalism and autonomy of educational institutions. Freedom of management is determined by the priority of autonomy and minimal state intervention. The independence of US universities is accompanied by a thoughtful and competent system of accountability. The real administrative and financial power belongs to the Board of Trustees of American universities. The state practically does not interfere in the affairs of the university<sup>[13]</sup>.

Let's analyze the structure of education management using the example of Duke University. The university is a private one which occupies a high position in the ranking of the top 20 universities in the world. Its structure is made up of famous schools of engineering, medicine, law, public policy, business, the environment and two departments of arts and sciences. The university trains students and graduate students from >90 countries. The University conducts >300 educational programs with such partner countries as Singapore, China, India, United Arab Emirates.

The information infrastructure of the Duke University can be taken as a model for private universities in Kazakhstan: several large libraries, easy access to online information, a search engine, an electronic library, video systems. Duke University makes the most of its inter-

agency partnerships, deriving substantial profits from such a fusion of innovation and research. For example, >36 companies are working in Research Triangle Park. Partnership with Research Triangle Institute promotes the development and application of knowledge obtained at the university<sup>[14]</sup>.

The activity of Duke University is based on the strategic document "Making a Difference: The Strategic Plan for Duke University" in which the mission of the university is presented. This document can be called a strategic plan for the university. He approves the Board of Trustees which is the governing body of Duke. The President of the University is not its chairman. The Board of Trustees includes respected and prominent people who have achieved recognition in their activities: politicians, athletes, scientists, business leaders, etc. All the powers of the Board of Trustees are indicated in the Charter of Duke University. The activity of this body is absolutely transparent and information about it is available on the university's website<sup>[15]</sup>.

The financial management of the university is decentralized. Faculties and schools of the University have financial freedom in attracting investments and drawing up expenses. A possible list of costs is given in the annex to the Strategic Plan<sup>[16]</sup>. In general, the American model is characterized by freedom in the management of higher education and freedom from state interference. To effectively implement the management of education in the domestic pedagogical process and higher education, it is expedient to use the American model, to give universities freedom and autonomy.

The universities of Kazakhstan in the development of strategic plans for the development of activities and the introduction of management in its structure should involve all departments and all employees. The strategic plan of the university activity is an important strategic document that describes the policy of the higher educational institution, its goals and objectives and the projected results of its activities. The plan describes the Code of Conduct for employees, their interaction and the specifics of the pedagogical process.

If an educational organization of higher education develops without strategic planning, then its activity will be inferior in efficiency to an educational institution where management is introduced. When implementing educational management in the structure of the institution, it is necessary to preserve the academic and moral values and traditional culture of the university. The university should not become a business school<sup>[16]</sup>. It is important to consider the following components of university activity:

- Development of academic goals
- Inter-disciplinarity and continuity of disciplines
- Creation of an organization of interaction between bachelor's, master's and doctoral students within the research groups

- Supporting the project work of teachers and students. This is especially, true for projects and works when the professor acts as a mentor student (the Dean's Award for Excellence in Mentoring)
- Developed career guidance work which includes a strategy for recruiting students and masters
- Strategy for recruitment of students and masters, vocational guidance work in schools, support of students in the academic community use of graduate's potential
- Development of the infrastructure of the university, improvement of the living conditions of students and teachers
- The opportunity to provide Kazakhstani students with access to educational resources abroad
- Partnership of the university with other educational organizations (school-college-university)
- Participation of the university in regional development strategies (the principle "This is the city where I live, study and work")
- Interaction with employers (the university's contribution to the employment of its graduates)<sup>[17]</sup>

The strategic plan for the development of the university should demonstrate the collective's position in successively achieving success and leadership through confrontation and overcoming difficulties<sup>[18]</sup>. To improve the management of higher education institutions, it is important to revise the work of the Councils of Trustees in some Kazakhstani universities. It should include the interested persons. For example, the main employers, representatives of the parent community, student youth<sup>[19]</sup>. The analyzed models were characterized by complete or partial freedom from the state. In Japan, the organization of the management of education is arranged differently. Here the structure of education is completely controlled by the government of the country. The content of education is periodically adjusted depending on the state of society and its needs. The basic law governing education is the Education Law.

The Ministry of Education controls the management process. Also, the Ministry of Education is responsible for the state of science in society, culture, religion and sport. The Ministry of Education determines the main directions of the organization of training, the content of educational programs, the introduction of a new type of education. For example, now in Japan, special attention is paid to continuing education<sup>[20]</sup>. It can be argued that the educational process is fully accountable to the Ministry of Education has no autonomy.

The Ministry monitors the development of standard curricula, the writing of textbooks, their content and the development of education. To formulate a curriculum or

introduce a new specialty, the release of a new textbook should be approved by the ministry<sup>[21]</sup>. Students in universities expect to receive education from teachers who have the same high level of professionalism. In this regard, the state fully finances the education system. In recent years, partial financing of educational institutions has been observed at the expense of local self-government bodies<sup>[22]</sup>. The Japanese model of education management is quite traditional and authoritarian: higher education institutions do not have independence are completely subordinate to the state.

If we analyze innovative methods of managing education in a university, adapted from Western education, then we can note the democratization of university management. If earlier emphasis was placed on maximum control and the policy of full state intervention in the affairs of the university, now one can notice a departure from this practice. In Western countries, the state practically does not take part in the life of universities. The Republic of Kazakhstan is beginning to introduce this principle of governance into the domestic educational management system. For example, state government funding has been reduced universities have the right to independently stimulate entrants with internal grants.

Another actual trend is the decentralization of management. Its essence is to reduce the authority of the center and transfer their periphery, i.e., the state ceases to be the only source of power and management of the university. Higher education institutions receive autonomy, various departments of the university have the opportunity not only to carry out professional activities but also are responsible for it, manage projects that are relevant to them. It is advisable to create trusteeship councils which will manage the activities of the university as transparently as possible<sup>[23]</sup>.

Reforming financial management is an important step in the management of education in higher education. It is necessary to establish links with the labor market and future employers which will solve the problems of employment of future specialists<sup>[24]</sup>. To solve this problem, it is advisable to introduce strategic management into the structure of higher education to make the transition to dual education.

## CONCLUSION

From the research it is obvious that the introduction of strategic management will help organize a number of activities for planning long-term results and forecasting learning outcomes. Innovative management methods need to be introduced as this is a requirement of the modern world. The modern educational institution of higher

education ceases to be just an organization where students receive knowledge. Now it is a university that performs a number of functions, the main ones of which are research activities, innovative developments, the student's direction towards self-development and the acquisition of professional skills. The teacher ceases to be the source and the transmitter of knowledge he plays the role of a mentor which helps students develop<sup>[40]</sup>. Education management in the modern world is carried out using strategic management, risk management, decentralization and democratization, restructuring the structure of the university.

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