

A.N. Kosherbayeva¹, N.G. Dementieva², D.B. Sansyzbayeva³,
G.N. Kosherbayeva⁴

^{1,3} Abay Kazakh National Pedagogical University, Almaty, Kazakhstan

² A. Myrzakhmetov Kokshetau University, Kokshetau, Kazakhstan

⁴ Kazakh Academy of Sports and Tourism, Almaty, Kazakhstan
(E-mail: aigera63@mail.ru, dinnar-a@mail.ru, nurasi@mail.ru)

Effective components in the management structure of an educational organization

Abstract. *The article discusses the principles of building management in the education system. The specificity of pedagogical management and its functions are revealed. In the analysis of the principles of management in the education system, a detailed description of the laws and patterns in pedagogical management is given. The presented structure of building management in an educational institution reveals the role of a modern teacher, taking into account the requirements for the performance of professional functions, as well as the harmonious unity of social attitudes and psychological and pedagogical training that characterize a teacher as a subject of management, where knowledge of the discipline, erudition, and methodological competencies are fundamental in the characteristics of a teacher's personality. A group of school management patterns is also presented as a special pedagogical system, which is a reflection of common, necessary, repetitive relationships and relationships that manifest themselves during the implementation of managerial activities. To create an effective management system, the horizontal and vertical distribution of pedagogical labor is considered. The variants of the school management structure reflect the main tasks of the management system, which requires not only the development of a model but also the placement of a schematic image of it in an accessible place for all participants in the pedagogical process, which allows optimizing the information space of the school and contributes to the effective regulation of interactions. The effectiveness of the development and functioning of the structure is ensured, among other things, by the implementation of such a management task, where each employee should know the range of responsibilities and powers of both his and his colleagues. It is noted that the management's understanding of the operation of laws occurs due to their objectivity and independence from the desire of a person, and laws, due to their objectivity, form such relationships, significant internal dependencies between the elements of the organization that forces managers to act according to the requirements of the laws. In conclusion, the results of the study are summarized.*

Keywords: *management, pedagogical management, management laws, management system, laws and principles of management, management functions, school, horizontal and vertical distribution of pedagogical labor*

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Introduction

Education plays a decisive role in the future of each individual and society as a whole. Resolving issues arising in pedagogical management is more relevant than ever. Issues such as effective management in education, constantly changing and developing modern technologies and teaching methods, access to education, globalization, ensuring safety and health, as well as training and development of teaching staff, are critical to ensuring high-quality education. Instructional management helps educational transformations adapt to this new reality.

In the domestic education system in the period from 2000 to the present, a positive experience of student self-government has largely developed. The analysis of psychological and pedagogical, political science, philosophical literature, documents of educational institutions, the education system as a whole, and the results of scientific research allows us to fix the trend of increasing interest of scientists from various sciences in pedagogical management, taking into account new realities and in the phenomenon of self-government in general.

The purpose and objectives of our research in this article is a scientific analysis of the research into the problem of building modern pedagogical management, revealing the essence and content of the key concept of "management", taking into account the modern realities of the transformation of society; studying the organizational and technological basis of management principles in the education system.

The specificity of pedagogical management lies in the exclusivity of the subject, products, tools, and the result of the work of the manager of the educational process. The subject of labor of the manager of the educational process is the activity of the subject of management, and the product of labor is information about the educational process. The instrument of labor is the word, speech. The result of labor is the level of literacy (training), upbringing, and development of the object of pedagogical management - trainees. **Hence the functions of school management:**

- *information-analytical;*
- *motivational - target;*
- *planned - prognostic;*
- *organizational - performing;*
- *control and diagnostic;*
- *regulatory - corrective.*

The shown functions in relation to the school have specific features and subfunctions. P.I. Tretyakov in his book "Managing the School by Results" identifies these functions based on the consideration that the management process for all self-governing systems boils down to the fact that the functional links of management are considered relatively independent activities. Meanwhile, all of them are interconnected and successively, gradually replace each other, forming a single management cycle [1].

Instructional management is a field of education system management that integrates methods and principles with management tools and techniques to improve educational processes and outcomes. Therefore, we believe that when building pedagogical management, the following principles should be considered:

1. *Systematicity:* An educational institution should be considered as a system, including the students themselves, teachers, administration, parents, and other participants in the educational process. Management should be focused on the interaction of all elements of the system.
2. *Determination:* Management of the educational process should be aimed at achieving clearly defined goals and learning outcomes. These goals may include academic achievement, development of skills and competencies, and development of personal qualities of students.
3. *Partnership and collaboration:* An important aspect of pedagogical management is a cooperation between all participants in the educational process. This includes collaboration between teachers, administrators, parents, and community organizations.
4. *Professional Development:* Pedagogical management must support the professional development of teachers. This includes education, training, mentoring, and other methods of developing teaching skills.
5. *Rating and Feedback:* Assessment and feedback play a crucial role in educational management. Effective management requires continuous learning and evaluation of results, as well as feedback to improve the educational process.
6. *Adaptability:* Pedagogical management must be adaptive, and capable of responding to changing forms and conditions in the educational environment.
7. *Parent and Community Involvement:* Participation of parents and society in the management of educational institutions is considered necessary for education. This may include parent councils, education committees, and other forms of participation.

8. *Efficient use of resources*: Instructional management must effectively conserve resources such as finances, time, and equipment to provide optimal conditions for student learning and development.

These principles can be adapted depending on the specific goals and conditions of the educational process, but the overall goal is to improve the quality of education and improve learning outcomes.

In modern conditions of great independence of many types of schools, while delegating many rights and powers to the school itself, and hence increasing its responsibility, the control and diagnostic function of intra-school management should, more than ever, take a special place in order to stimulate the activities of teachers and students.

It should be noted that one of the classics of scientific management A. Fayol, in the XX century for the first time, singled out the functions of management - planning, organization, coordination, command, and control [2]. Over time, the range of management functions performed has been supplemented, expanded, and refined. When comparing pedagogical and managerial activities, it is possible to identify the coincidence of functions: motivational, constructive, organizational, informational, control, and decision-making. When analyzing the actions that are required in order to implement management in terms of changing the role of the teacher, it can be stated that *the integration of managerial and pedagogical activities is expedient*.

It is important to note that the principles of the educational management system determine the main guidelines and methods for managing educational transformations, processes, and achievements in order to ensure effective education and the achievement of learning goals. Here are some main areas of management in the education system:

1. Democracy and transparency.
2. Goal setting and planning.
3. Accuracy and evaluation.
4. Diversity and inclusion.
5. Quality of education.
6. Flexibility and adaptation.
7. Partnership and cooperation.
8. Professional training of personnel.
9. Use of data and research.
10. Innovation.

These principles are essential to providing an effective education system that promotes the development and learning of all students and is responsive to modern needs and challenges.

Based on the requirements of a rapidly changing time, it is very important to note that modern education no longer needs a teacher who is used to acting in accordance with instructions and is not capable of independent decision-making. The readiness of the teacher to perform professional functions, the harmonious unity of social attitudes, and psychological and pedagogical training characterize the teacher as a subject of management. Knowledge of the discipline, erudition, and methodological competencies are fundamental in characterizing the personality of a teacher. The relevance of the problem is seen in numerous studies of domestic and foreign scientists and teachers[3,4,5].

Thus, in the modern conditions of school development, the basis of pedagogical management was the formation of a new direction in the activities of the teacher. The peculiarity of pedagogical management lies in the awareness of the new role of the teacher in the development of the personality of the student as an organizer. *The subject of work of a teacher as a manager* of the educational process is managerial activity, which is aimed at the educational and cognitive process of students, during the implementation of training. The use of pedagogical management techniques implies the ability of a teacher to manage pedagogical situations, the process of socialization, the educational and cognitive process, and the behavior of students, which is one of the main components of the activity. *The area of professional activity of the manager* is to ensure

the rational management of the education system, the organization of management systems in the development mode, and the improvement of management in accordance with the needs of society.

Research purpose

In modern conditions, it is impossible to achieve effective and efficient management of the organization, relying only on the intuition and talent of the leader. It should be based on an appropriate theoretical basis, and, above all, on the laws and principles of management.

Management as a science and field of human activity is created, operated, and developed on the basis of its own laws and principles. Here we will suggest some key points of management in the education system:

1. *Goal setting and strategic planning*: Effective management in education begins with a clear change in the goals of education and the development of strategic plans to achieve them. These goals and plans should be focused on improving the quality of education and student development.

2. *Individualization of education*: the principle of individualization of education implies the adaptation of educational programs and methods to the individual needs and capabilities of each student. This provides additional opportunities for each student.

3. *Quality*: Quality education management includes assessing the quality of processes and results. An effective rating system allows you to identify problems and make improvements.

4. *Partnership and collaboration*: cooperation with parents, the public, the business sector, and other educational institutions to ensure the creation of favorable conditions for learning and the exchange of experiences.

5. *Professional development of personnel*: Competent teaching staff play a key role in education. The principle of professional development involves training and advanced training of teachers, administrative staff, and other specialists in the education system.

6. *Accessibility and equality*: The education authority must ensure access to education for all groups of the population, regardless of their economic, economic or cultural influence. This includes overcoming educational barriers and demands.

7. *Efficient use of resources*: resources in the education system, including finance, personnel, scientific materials, and technology, must be used effectively to provide quality learning.

In our opinion, these principles ensure effective management of the education system and the achievement of goals that ensure the quality of education and student development.

Management as a science and a sphere of human activity is created, operated, and developed on the basis of its own laws and principles. In management activities, constant and irrefutable norms for managing organizations are used, namely the laws of management. Law is a necessary, essential, stable, recurring relationship between nature and society. There are three groups of control laws for various systems, including pedagogical ones:

1. *General or universal: the laws of dialectics*;
2. *Phenomena common to large groups: the law of social selection, etc.*;
3. *Particular or specific: the law of optimal controllability, etc.*

Laws are objective and exist independently of people's consciousness. Knowledge of laws is the task of science. They cannot be banned, forgotten, or canceled.

The law of management is a category that reflects essential, general, stable, recurring relationships of dependence between objects and phenomena of objective reality, arising from their essence. The following laws of management are distinguished (see Table 1):

Table 1. Laws of management

<i>Law of Common Purpose</i>	It assumes that effective joint activity of people in an organization is possible only if there is a common goal. And, on the contrary, the absence of a common goal makes the work of people meaningless.
<i>Law of outer complement</i>	Assumes that any organization should have the potential to compensate for the consequences caused by various kinds of external influences, the impact of which on the organization cannot be foreseen in advance
<i>The law of management specialization</i>	Provides for the distribution of management activities based on the use of private management functions and categories such as authority, competence, responsibility, etc.
<i>Law of Management Integration</i>	This law is aimed at achieving the unity of efforts of all departments and employees to fulfill the tasks of the organization through the application of rules, procedures, management hierarchy, personal connections, and leadership styles.
<i>The law of optimal combination of centralization and decentralization of management.</i>	It is designed to form the optimal level of delegation of authority from top management to lower levels in order to achieve high results and a favorable psychological climate in the organization.
<i>The law of democratization of management</i>	Emphasizes the participation of employees in management processes, ensuring two-way communication, developing personal and professional qualities, subordinates, etc.
<i>Law of inertia</i>	In accordance with this law, for the effective operation of any organization exposed to the external environment, it is necessary that information about the results of its own actions be transmitted as part of the information in accordance with which it must function, retaining its properties.
<i>The law of economy of time in management</i>	It is aimed at improving the efficiency of managerial work and reducing labor intensity through the introduction of advanced methods and working methods.
<i>The law of proportional development of the control system</i>	Provides for a consistent and permanent (permanent) evolution of all management systems of the organization (production, financial, social, information, etc.)

Based on this position, the most important patterns of management can be grouped into three large groups:

- the unity of the control system (expressed in the stability of the internal connections of the control system when the state of the external environment changes);
- centralization and decentralization of management (expressed in the distribution of tasks, functions, and powers (rights and responsibilities) by levels of the management hierarchy);
- correlation and adequacy of the control and managed subsystems (expressed in accordance with the control subsystem of the controlled).

Thus, control patterns are defined as objectively existing stable links between phenomena, their causes, and consequences. Unlike the laws of control, which are universal in nature, the laws of control have specific content. Otherwise, the connections generalized in the laws of control are valid only for a certain space and time.

Brief history. In the projection on the pedagogical process, management is a set of principles, methods, organizational forms, and technological methods of management aimed at improving the efficiency of the educational process. It will not be erroneous to think that any teacher is, in fact, the manager of the educational and cognitive process (as the subject of its management),

and the head is the manager of the educational process as a whole, who are guided by certain laws and regularities in their managerial activities. As rightly noted by I.P. Sneaky, the very management of the educational process has a natural character. Therefore, along with the laws of dynamics, simulation, and development of the personality, the scientist rightly points out the need to manage the pedagogical process [6]. The management of the educational process of a school or any other pedagogical system has its own patterns, due to the specifics of pedagogical activity. The *regularities* inherent in this area are:

- dependence on the effectiveness of the functioning of the management system on the level of functional and organizational structures;
- the relationship between the content and methods of managing educational work and the content and methods of organizing the pedagogical process at school;
- competence and readiness of managers for management activities; efficiency, continuity, and rhythm of activity;
- humanistic and democratic orientation of management [7].

According to Yu.A. Konarzhevsky, the regularity of school management as a special pedagogical system is a reflection of the most durable, essential, general, necessary, repetitive, and objective connections and relationships that arise and manifest themselves in the course of management practice. The scientist identifies the following *group of patterns*:

1. The scientific management of the school can only be ensured if it has a high analytical level.
2. The higher the level of expediency of management activity, the more effective its results.
3. The higher the level of continuity of managerial actions, the greater the effectiveness of management results.
4. The continuous nature of management cannot be realized otherwise than through relatively closed processes called management cycles.
5. The more stable the rhythm of control, the higher the organization of the controlled system and the more effective the result of its activity.
6. The interconnected and coordinated functioning of the system as a whole is ensured by observing the most important proportions in the activity and structure of the control and managed subsystems.
7. Management can be effective only if the management subsystem has the ability to perform all the activities necessary to manage this system [8].

Konarzhevsky Yu.A., among the leading patterns of intra-school management, names analyticity, expediency, humanism, democratic management, and the readiness of school leaders for various types of management activities.

When characterizing the specific patterns of pedagogical management, it is advisable to take into account the fact that the laws of management as a whole are a kind of theoretical basis for them. Hence the dual nature of the management of pedagogical systems. The first includes the laws inherent in management in general, as a purposeful influence, and the second is the laws of pedagogical management. However, in the integral structure of the pedagogical process, there are patterns of both the first and second series, which can be summarized as follows:

- *continuity* - a continuous sequence of performance, turnover, and repeatability of the same types of work (management cycle);
- *staging* - the formation of goals, the definition of alternatives for the implementation of goals, and the selection of the most effective organization for the execution of a decision, control over execution, and evaluation of results;
- *commonality* - regardless of the variety of management objects, there is a commonality of functions, techniques, and methods of management, the content of the management cycle, the process (technology) of developing and making decisions, etc.;
- *consistency* - the establishment and maintenance of objectively required quantitative and qualitative relationships between various types of managerial work, the sequence of its implementation in space and time, the relationship between goals and means to achieve them.

Research methods

The conditions for creating an effective management system are, in our opinion, *the horizontal and vertical distribution of pedagogical work*.

Since educational organizations are quite complex associations, horizontal division is carried out by distributing powers between deputy directors and through the formation of formal divisions: methodological associations or subject departments. These divisions represent groups of teachers united according to the principle of scientific fields, taught courses, whose scientific and methodological or experimental activities are consciously directed and coordinated by the administration to achieve a common goal.

There is a practice when departments and methodical associations are created at school. The content of these formal associations of teachers is different.

In addition to formal pedagogical associations created on the basis of existing interaction, where powers and functions are predetermined, it is possible to organize creative groups whose activities are aimed at implementing certain projects and uniting teachers from various subject departments.

Students also belong to various formal and informal groups. For example, classes formed on the basis of the level and profile of education, or hobby groups, public organizations, etc.

The construction of a management system requires the establishment of a hierarchy that defines *the authority along the vertical*, that is, "separation of work on coordination from the direct execution of tasks".

BZ Milner emphasizes the role of goal-setting in the construction of an organization's structure. "The goal is seen as a guide for the flow of connections and power. To understand the vast relationships that exist in an organization, it is necessary to articulate purpose at the macro level [9, p. 61].

It should be remembered that the effectiveness of the pedagogical system, and the effectiveness of the organization of the pedagogical process depends on the appropriateness of defining the functionality from top to bottom. Hence, the creation of the optimal structure of the management system is of paramount importance, because it is the structure of the organization that must ensure the implementation of the strategy.

M. H. Meskon, M. Albert, F. Hedouri point to the relationship between structure and strategy: "The best structure is the one that best allows the organization to interact effectively with the external environment, to distribute the efforts of its employees productively and expediently and to achieve its goals with high efficiency" [10].

Management in the education system includes various methods and approaches aimed at organizing, coordinating, and controlling educational processes and resources. Let us present several management methods in the education system that, in our opinion, improve the effectiveness of management in the education system:

- *control cycle*: This method includes four main stages - planning, organizing, executing, and controlling.

- *strategic management*: this method helps reformers define their mission, vision, and priorities.

- *project management*: includes planning, resources, progress monitoring and results tracking.

- *quality management*: includes assessment and improvement of learning processes and educational outcomes, as well as monitoring and quality control.

- *use of data and analytics*: includes assessment of student activity indicators, monitoring of resource use, and other analytical tools.

- *considering the interests of stakeholders*: Considering the views and work of different groups helps to develop more balanced and effective educational solutions.

- *innovation and modern technologies* are necessary methods to improve processes and ensure the accessibility of education.

- cooperation and partnership increase resources and opportunities for educational institutions.
- professional training. These control methods can be used in various combinations.

Since strategies change over time, changes in organizational structures are also possible, that is, reorganization. Therefore, the first leader must constantly monitor the compliance of the structure of the management system with the challenges of socio-pedagogical processes.

If we are considering the process of developing an existing management system, and then, starting to design the structure of an organization, it is necessary to first evaluate the effectiveness of the existing structure, and then determine the levels of the organization that will carry out the solution of strategic and tactical tasks. Note that there are no algorithmic schemes that allow you to clearly and unambiguously perform the above actions.

The most common model of the structure of the management system characterizes the interaction or rather the subordination of various subjects of the pedagogical process (shown in Figure 1).

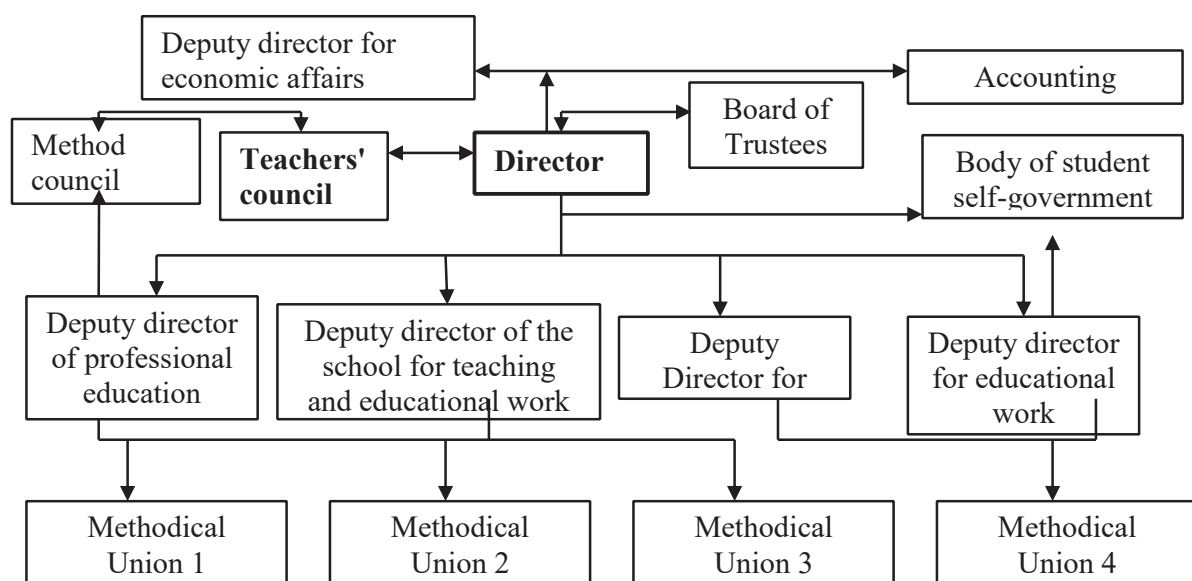


Figure 1. School management structure (option 1)

The advantage of this model is the ability to consider all the participants in the pedagogical process and structural units, to trace the system of their vertical interaction. In addition, there are such forms of management as a methodological council and teachers' council, in which there is not only a hierarchical relationship but also horizontal interaction.

Such a structure reflects subject-object relations to a greater extent, although it includes student self-government bodies and the parent (guardian) council as structural links.

The disadvantages of this model of the structure of the school management system include the fact that it provides information only on the interaction of the administration with teachers of certain subject departments.

The development of the school management system requires the transformation of management into a "co-creative" one, and this is possible subject to a revision of job responsibilities, first of all, for the entire administrative apparatus. It is advisable to distribute job responsibilities both by functional areas and by projects, that is, to build a matrix management structure (Figure 2).

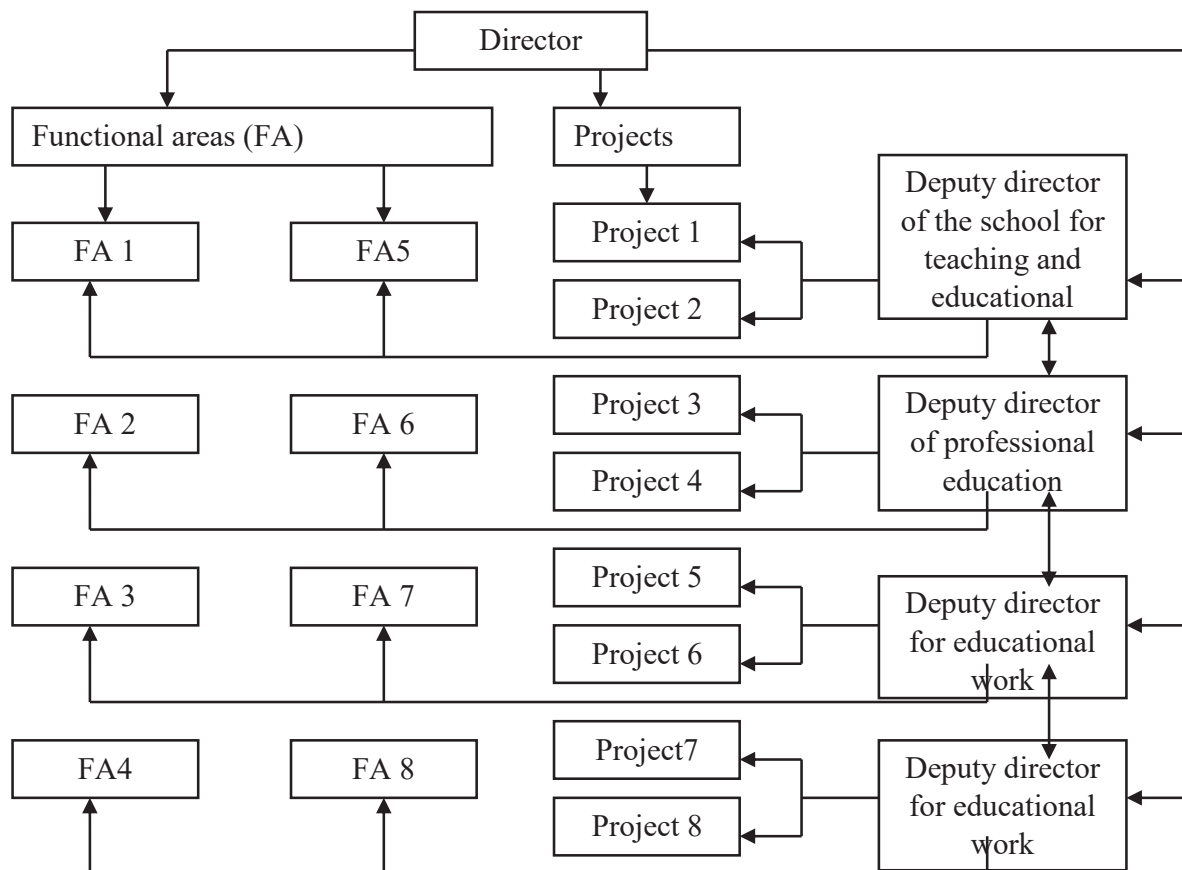


Figure 2. School management structure (option 2)

Often in schools, the distribution of duties between deputy directors is limited to supervising methodological associations and shifts, that is, “head teachers” of the first and second shifts are appointed. In this case, the scheme fully reflects the state of the structure.

However, this is not enough. B.Z. Milner points out that the organizational structure of management “includes a system of goals and their distribution between links, the composition of departments, the distribution of tasks and functions across all links, the distribution of responsibilities, powers, and rights within the organization, reflecting the relationship of centralization and decentralization. Finally, the organizational structure is a behavioral system, these are people and their groups constantly entering into various relationships to solve common problems [9, p. 123].

With the structure of the management system shown in Figure 1, the activities of the teacher in the implementation of various tasks are coordinated by different deputy directors. The advantages of this approach to determining the structure of the control system:

- all functional areas and projects are covered by the management system;
- the possibility of a comprehensive and objective assessment of pedagogical activity is provided;
- closes the control system and ensures the work of the administration as a team;
- each deputy clearly knows his duties and powers, issues for which he is directly responsible, but can always provide support to another deputy director;
- interchangeability is ensured;
- the degree of coordination of activities increases;
- communication is improved;
- implemented the flexibility of the management system, and the ability to quickly respond to emerging problems.

Research discussion

The idea of cross-functioning, or the principle of a similar bridge, was put forward by Fayol and Follet (Fayol, Follet). This structure, in the interests of faster and better horizontal communication, violates the scalar principle, where coordination starts at the very top of the organizational structure and works its way down throughout the organization.

With this approach, the exercise of power to achieve the goal should be carried out jointly by all the personnel of this organization and be cooperative, not coercive. The idea of “power with someone” can be embodied in the form of “reciprocal behavior” - a process in which a second-level leader can influence other leaders, while they, in turn, influence him in some way. At the same time, communication channels are opened for teachers to exchange information with leaders. This, according to Follet, “should be a constantly replicable and integrated path that all organizations should follow. The functional unity of any organization leads to the achievement of the goal the sooner the better all employees and groups are aware of their functions and the more their individual and group abilities correspond to their tasks [11, p. 101–102, p. 162, p. 18].

Solving problems in pedagogical management requires a systematic approach and considering various factors and boundaries with the management of official institutions. We present the general algorithm for solving problems in this area as follows: analysis of the current situation, goal setting, development strategy, work management, planning and monitoring, system implementation and measurement, professional development, cooperation and communication, adaptation and innovation, quality and continuous process improvement, crisis, and risk management.

Meeting the challenges of instructional management requires flexibility, adaptation, and constant attention to student needs and changing educational requirements. Effective governance helps ensure quality education and the achievement of educational goals.

In the republic, there are qualification characteristics for the positions of pedagogical workers and job descriptions for the personnel of legal entities [4, 12]. In these documents, for each position, a general list of the *employee's job responsibilities* is determined. However, in addition to the criteria common to all educational organizations, it is necessary to develop the job responsibilities of an employee of a particular school, determined by its specifics and regulating the activities of an employee in a given position, in a given educational institution, at this stage. And before the employee begins to perform duties, you need to instruct him and familiarize him with the job description against signature.

The deliberate vertical division of labor in an organization results in a hierarchy of management levels. The central characteristic of this hierarchy is the formal subordination of individuals at each level. A person of a higher level of management has one or more persons of a lower level subordinate to him. The more subordinates a leader has, the greater his sphere of control. The usual hierarchical structure reflects the following levels of management - institutional, managerial, and technical (Fig. 3).



Figure 3. Management levels

In the management of modern pedagogical systems, *the correlativity of the managing and managed systems is natural*, which is manifested in the achievement of proportions between all elements of the hierarchy. At the same time, the patterns of *decentralization and democratization* of management provide for the transfer of maximum powers and responsibilities in the implementation of management processes to the lower levels of the hierarchical ladder. The coordination of actions of the managing and managed parties, as practice shows, contributes to the improvement of professional activity and the quality of education.

As history shows, the owners of enterprises did not come to the idea of a hierarchy of an organizational structure immediately. A. Fayol was the first to study organizational structures at the turn of the 19th and 20th centuries. As P. Drucker writes, "Already at that time, the need for an organizational structure became obvious. However, F. Taylor doubted its necessity. He wrote and talked all the time about "owners and their assistants." P. Drucker compares the leader with the captain on the ship, who makes the final decision and to whom the rest of the employees unquestioningly obey, and "in a situation of increased risk - and any organization faces such a situation sooner or later - the very existence of the organization depends on clear leadership. When there is a fire on the ship, the captain does not call a meeting but gives orders [8].

The requirements for the management hierarchy and the corresponding organizational structure have gradually changed under the influence of the following factors:

- change in the external environment: an increase in the unpredictability of events, an increase in the pace of change, an increase in the mutual influence of elements of the external environment;
- development of management science: the emergence of various approaches, their development, integration, etc.;
- scientific and technological progress: the evolution of technology, hence the introduction of new management methods; the development of computer technology and, as a result, the simplification of communications.

G. Mintzberg describes the evolution of an organization in this way: "The basis of any organization is operators, i.e. individuals who are responsible for the main activities for the production of products and the provision of services. They form the core of the organization. In all organizations without exception (even the simplest ones) there must be at least one dedicated manager who occupies a position called the strategic apex, i.e. such a position that allows him to keep in sight the system as a whole. As the organization grows, the number increases in such managers - not only employees managing operators but also managers managing managers. There is a certain middle line or hierarchy of authority from the operating core to the strategic

apex.” With the introduction of computers into production, managers have the opportunity to directly control the activities of performers, and exchange information with them using the Internet and internal electronic communication channels. As a result, the number of middle managers has been drastically reduced. The development of the Internet has led to the creation of a new type of structure - network structures, in which there is no middle level of management at all, and all coordination of activities is carried out by one or several people [13-18].

Thus, the hierarchy of management is a tool for realizing the goals of the organization and guaranteeing the preservation of the system.

It should be noted that the hierarchy of the school system is represented by four levels of management:

The first level is the principal of the school, appointed by the state body or chosen by the collective; heads of the school council, student committee, and public associations. This level determines the strategic direction of the school’s development.

The second level is the deputy directors of the school, the school psychologist, the social pedagogue responsible for organizing socially useful work, senior counselors, the assistant director for administrative and economic work, as well as bodies and associations participating in self-government.

The third level is teachers, educators, and class teachers who perform managerial functions in relation to students and parents, as well as to all extracurricular activities.

The fourth level is students, bodies of class, and school-wide student self-government. At this level, it is important to take into account that the student himself is included in the work of organizing his development.

It should be noted that each of these levels has its own solutions to problems (Fig. 4).



Figure 4. Functions by control levels

It can be seen from the presented hierarchical system that each lower level is simultaneously an object of control in relation to the higher level, which is typical for a decentralized control structure. However, it has its own advantages. Namely, the development of leadership skills, authority, and responsibility. Competition in the organization will increase the incentive of leaders to create an atmosphere of competition and greater autonomy.

Conclusion

Management, as a rule, must comply with the requirements of objective laws and regularities. The process of considering the requirements of these laws is carried out through an

understanding of the objectivity of the operation of laws and the creative activity of the leaders and managers of the organization.

Understanding by the leadership of the operation of laws occurs due to their objectivity and independence from the desire of a person. Regularities, by virtue of their objectivity, form such relations, such significant internal dependencies between elements of the organization that forces managers to act in accordance with the requirements of laws.

The creative activity of the organization's management is manifested in the identification of the forms and procedures for the operation of laws, as well as in the development and use of the mechanism for their implementation in management practice.

Each pattern has its own form of impact on the organization. Thus, the patterns of common goals, consistency, and continuity are manifested in the need to determine a common goal (mission) and the formation of a system of goals for the activities of each element and the organization as a whole. Obviously, without a goal and coordinated work, an organization cannot exist, including various pedagogical systems. And management loses all meaning.

A general overview of the main aspects of pedagogical management and the direction of its development based on possible information leads us to the conclusion: the development of information technology and the Internet, pedagogical management is becoming digital and automated. The introduction of electronic educational platforms, online courses, and learning materials management systems helps improve the learning processes and management of educational institutions. In modern pedagogical management, much attention is paid to considering the results of education. This makes it possible to optimize learning processes, identify the strengths and weaknesses of training programs, and adapt them in accordance with the needs of students, and the training and development of teachers become a key part of management. Professional development, mentoring, and performance evaluation programs help improve the quality of education. Today, pedagogical management is actively developing strategies and methods to support inclusive education that provide equal opportunities for all students, including children with special educational needs. Instructional management also faces challenges, disruptions, and changes in educational policies, standards, and technologies. Effective change management is becoming an important competency for educational leaders.

Professional knowledge in management determines the awareness of managers of three natural management tools: 1) *organization, and management hierarchy*, the main tool here is the impact on a person from above through motivation, planning, organization, control, stimulation, etc. 2) *management culture*, i.e. developed and recognized by society, organization, group of people values, social norms, and attitudes, behavior; 3) *market and market relations*, i.e. relations based on the sale and purchase of products and services, on the balance of interests of the seller and the buyer.

As a mechanism for implementing the principles the implementation of laws and patterns, the production, technological, managerial, and information structures of the organization, as well as the economic levers of its functioning, are used. The concretization of the effect of laws on the organization is revealed using the principles of management.

It is important to remember that the patterns of management, which are reflected in a significant number of positive results in solving problems, become management principles. Otherwise, the principles of management are a concrete manifestation and reflection of the patterns of management. At the same time, one control pattern can become the basis for several control principles, and, conversely, several control patterns can become the basis for one control principle.

These rules and guidelines provide guidance for the management of educational institutions and processes and help ensure the quality education and development of students. It is obvious that without a goal and coordinated work, an organization cannot exist, including various pedagogical systems and management loses all meaning. Instructional management continues to evolve rapidly and new methods change and methods may emerge over time.

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А.Н. Кошербаева¹, Н. Г. Дементьева², Д.Б. Сансызбаева³, Г.Н. Кошербаева⁴

^{1,3} *Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан*

² *А. Мырзахметов атындағы Көкшетау университеті, Көкшетау, Қазақстан*

⁴ *Қазақ спорт және туризм академиясы, Алматы, Қазақстан*

Білім беру ұйымын басқару құрылымындағы тиімді компоненттер

Андатпа. Мақалада білім беру жүйесіндегі құрылысты басқару принциптері қарастырылады. Педагогикалық менеджменттің ерекшелігі және оның функциялары ашылады. Білім беру

жүйесіндегі басқару принциптеріне талдау жасалып, педагогикалық менеджменттегі заңдылықтары мен заңдылықтарына толық сипаттама беріледі. Білім беру мекемесіндегі құрылысты басқарудың ұсынылған құрылымы кәсіби функцияларды орындауға қойылатын талаптарды ескере отырып, заманауи мұғалімнің рөлін, сонымен қатар мұғалімді субъект ретінде сипаттайтын әлеуметтік көзқарастар мен психологиялық-педагогикалық дайындықтың үйлесімді бірлігін көрсетеді. менеджмент, мұнда пәндік білім, әдістемелік эрудиция мұғалім тұлғасын сипаттауда іргелі болып табылады. Мектепті басқару үлгілерінің тобы басқару іс-әрекеті барысында көрінетін жалпы, қажетті, қайталанатын байланыстар мен қатынастардың көрінісі болып табылатын арнайы педагогикалық жүйе ретінде де беріледі. Басқарудың тиімді жүйесін құру үшін педагогикалық жұмысты көлденең және тік бөлу қарастырылады. Мектепті басқару құрылымының нұсқалары үлгіні әзірлеуді ғана емес, сонымен қатар оның схемалық көрінісін педагогикалық процестің барлық қатысушылары үшін қолжетімді жерде орналастыруды талап ететін басқару жүйесінің негізгі міндеттерін көрсетеді, бұл мектептің ақпараттық кеңістігін оңтайландыру және өзара әрекеттесуді тиімді реттеуге ықпал етеді. Құрылымның дамуы мен жұмыс істеуінің тиімділігі, басқалармен қатар, мұндай басқару тапсырмасын орындау арқылы қамтамасыз етіледі, мұнда әрбір қызметкер өзінің және әріптестерінің міндеттері мен өкілеттіктерінің көлемін білуі керек. Басқарманың заңдардың әрекетін түсінуі олардың объективтілігі мен адамның қалауынан тәуелсіздігіне байланысты туындайтыны, ал заңдар өздерінің объективтілігіне байланысты ұйымның элементтері арасындағы осындай қатынастарды, маңызды ішкі тәуелділіктерді қалыптастырады. басқарушыларды заңдардың талаптарына сәйкес әрекет етуге мәжбүрлейді. Қорытындылай келе, зерттеу нәтижелері қорытындыланады.

Түйін сөздер: менеджмент, педагогикалық менеджмент, Менеджмент заңдары, басқару жүйесі, басқару заңдылықтары мен принциптері, басқару функциялары, мектеп, педагогикалық еңбектің көлденең және тік таралуы.

А.Н. Кошербаева¹, Н.Г. Дементьева², Д.Б. Сансызбаева³, Г.Н. Кошербаева⁴

^{1,3} *Казахский национальный педагогический университет им. Абая, Алматы, Казахстан*

² *Кокшетауский университет имени А. Мырзахметова, Кокшетау, Казахстан*

⁴ *Казахская академия спорта и туризма, Алматы, Казахстан*

Эффективные составляющие в структуре управления образовательной организацией

Аннотация. В статье рассматриваются принципы построения управления в системе образования. Раскрывается специфичность педагогического менеджмента и его функции. Дается анализ принципам управления в системе образования, развернутая характеристика законам и закономерностям в педагогическом менеджменте. Представленная структура построения менеджмента в образовательном учреждении раскрывает роль современного педагога с учетом требований к выполнению профессиональных функций, а также гармоничное единство социальных установок и психолого-педагогической подготовки, характеризующих педагога как субъекта менеджмента, где основополагающими в характеристике личности педагога выступают знания по дисциплине, эрудированность методические компетенции. Представлена также группа закономерностей управления школой как особая педагогическая система, представляющая собой отражение общих, необходимых, повторяющихся связей и отношений, проявляющихся в ходе осуществления управленческой деятельности. Для создания эффективной системы управления рассматриваются горизонтальное и вертикальное распределение педагогического труда. Варианты структуры управления школой отражают главные задачи системы управления, которые требуют не только разработки модели, но и размещения схематичного изображения ее в доступном месте для всех участников педагогического процесса, что позволяет оптимизировать информационное пространство школы и способствует эффективному регулированию взаимодействий. Эффективность развития и функционирования структуры обеспечивается, наряду с прочим, выполнением такой задачи управления, где каждый работник должен знать круг обязанностей и полномочий как своих, так и своих коллег. Отмечается, что понимание руководством действия законов происходит в силу их объективности и независимости от желания человека, а закономерности в силу своей

объективности формируют такие отношения, существенные внутренние зависимости между элементами организации, которые вынуждают руководителей действовать согласно требованиям законов. В заключение подводятся итоги исследования.

Ключевые слова: менеджмент, педагогический менеджмент, законы менеджмента, система управления, закономерности и принципы управления, функции управления, школа, горизонтальное и вертикальное распределение педагогического труда.

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Information about the authors:

Kosherbayeva A.N. – Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan.

Dementieva N.G. – Doctoral student, A. Myrzakhmetov Kokshetau University, Kokshetau, Kazakhstan.

Sansyzbayeva D.B. – Doctoral student, Abai Kazakh National Pedagogical University, Wunder academy School, Almaty, Kazakhstan.

Kosherbayeva G.N. – Candidate of Pedagogical Sciences, associate professor, Kazakh Academy of Sports and Tourism, Almaty, Kazakhstan.

Көшербаева Ә.Н. – Абай атындағы Қазақ ұлттық педагогикалық университетінің Педагогика және психология кафедрасының меңгерушісі, п.ғ.д. профессоры, Алматы қ., Қазақстан.

Деметьева Н.Г. – А. Мырзахметов атындағы Көкшетау университетінің докторанты, Көкшетау, Қазақстан.

Сансызбаева Д.Б. – Wunder academy мектебі, Абай атындағы Қазақ ұлттық педагогикалық университетінің докторанты, Алматы, Қазақстан

Көшербаева Г.Н. – п.ғ.к., Қазақ спорт және туризм академиясының ассоц. профессоры, Алматы, Қазақстан.