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**Abstract:** Formation of market relations and the civil society have put education in the new operating conditions. Initially, these conditions developed as a consistent strengthening of the role of the social component in the management of education, expressed primarily in deepening the autonomy of educational institutions. Along with the quality of education management, the article describes the moments of innovation, the fundamental principles of the Bologna reforms in higher education, involving a shift of emphasis in education from teaching to learning as active educational activity of the student. The role of the teacher becomes the guide to achieve specific, clearly defined objectives and accompanying for the acquisition of certain competences.

**Keywords:** management, economics, education, formation, Bologna reform, students-centered teaching and learning

The main purpose of education is the harmonious development of personality and human creativity, increasing the intellectual and cultural potential of the country.

Education equips human with knowledge about nature, society, him/herself. Education teaches human how to produce more material and spiritual wealth, to improve the quality of life. Classical education forms professionals and human as a personality.

Formation of market relations and the formation of civil society have put education in the new operating conditions. Initially, these conditions developed as a consistent strengthening of the role of the social component in the

management of education, expressed primarily in deepening the autonomy of educational institutions. It was assumed that the state's role in the management of the education system should be reduced and its functions transferred to public institutions and by the educational institutions. However, the tradition and the inertia of centralized state control led to the decision of problems educators have assumed the controls. Centralized beginning constantly intensified, gradually reducing the limits of autonomy of educational institutions in organizational and financial and property relations. The amplification was accompanied by a consistent centralization of the exception to the

provisions of the law on state guarantees the priority of education and the reduction of state responsibility for this activity [1].

State declares humanization, accessibility and adaptability to the peculiarities of the development of learners, the conventional nature of the state and municipal educational institutions, pluralism in education and democracy in its management.

State network of educational institutions is established in accordance with the needs of urban and rural areas, taking into account national and regional specificities. Vocational education is focused on the population and the local labor market needs. Higher professional education system takes into account the need for specialists and interests of the individual.

It was assumed that the state's role in the management of the education system should be reduced and its functions transferred to public institutions and by the educational institutions. However, the tradition and the inertia of centralized state control led to the decision of problems educators have assumed the controls. Centralized beginning constantly intensified, gradually reducing the limits of autonomy of educational institutions in organizational and financial and property relations. The amplification was accompanied by a consistent centralization of the exception to the provisions of the law on state guarantees the priority of education and the reduction of state responsibility for this activity.

At the moment it was already established a new form of educational organization – autonomous institution

developed networking problems of educational institutions in the form of distributed learning in universities and specialized education in secondary schools, defined federal university status and innovative university.

In these circumstances, the decision of problems of improving education management and assessment of systemic implications of changes is imperative. Given the scope of the education sector and the risk of possible negative consequences of changes in management and their impact on the state of the education system need to be assessed in the early stages of their development and implementation, which can be done on the basis of modeling [3].

The experience of Western countries shows that the main burden in terms of solving management problems lies with the education authorities: ministries, regional authorities and educational institutions management.

State educational policy as a tool to determine the goals and tasks of education management, basic directions of improvement of education management in the conditions of modernization, as well as the possibility of using functional modeling methodology for solving problems to improve management.

Educational policy is represented only by the actions of the state, carried out in the sphere of education. At the same time, the policy content must be significantly wider and cover the full spectrum of possible responses of the state and other entities whose interests are in the field, on the processes taking place in education [3]. The policy should be not only formed, but also

declared that lets you create transparent conditions for the functioning of the elements of the education system.

Analysis of the main directions of improving the management and evaluation of the results of their implementation are not allowed to reveal trends towards the achievement of the main goal of the modernization of education. Calculations carried out to assess the availability and communication education with the labor market revealed that availability grows only in general education, and the relationship with the labor market - only in initial vocational training. Consequently, a goal formulated imprecisely, or selected for their achievement activities do not lead to the desired results [4].

To solve the problems of education management improvement are encouraged to use the mechanisms, methods, and functional modeling procedures to analyze the functioning of the education system and to determine on this basis the necessary administrative decisions for him. functional modeling methods were used to solve problems related to the definition of conditions and resource support for the implementation of the standard of education of the new generation and implementation of innovations in higher education. The results revealed the impact of these innovations on the implementation of the educational process.

In economic science approaches to the management of modeling socio-economic systems in terms of their changes not been sufficiently developed in the practice of not being used. It is not enough developed and methods of

assessing the state of the education system, especially in the definition of its basic characteristics - accessibility, quality and efficiency.

The declared aim of the modernization of education in the medium term is presented as providing Kazakhstan competitiveness at the global level by enhancing the orientation of the education system to the labor market, the transition to normative financing, creation and development of new forms of educational institutions and various forms of interaction. To achieve this goal in the field of education management provides:

- Implementation of integrated models of educational institutions implementing educational programs of various levels of education;
- Introduction of mechanisms of interaction between education institutions and employers;
- Allocation of the system of higher education and universities nationwide backbone of universities;
- Implementation of models of state-public management of educational institutions;
- improving institutional governance effectiveness in changing organizational and legal forms of educational institutions;
- Organization of network interaction of educational institutions;
- Improving the management of education systems through the effective use of information and communication technologies within a single educational space.

All this makes the actual problems of the present work, which has theoretical and practical significance.

The subject of the study changes in education management in the course of its modernization.

Problems of improving the management of education remain relevant for many years. In recent years, they have acquired a special significance in the conditions of deployment of the reform processes and modernization of education: legislative consolidation of authority in this field for the different levels of government, the inclusion of Kazakhstan in the Bologna process and the transition to a multi-level education, the development of a new generation of educational standards, the transition to the Unified National Test and etc [7].

The results of the work of researchers in the science was to evaluate the role of the state and regions in the regulation and management of education, proposals for the formation of the main directions of educational policy in the context of education reform rationale for raising public component in the management of education, and others.

The researchers of this sector show the role and importance of the normative financing of educational institutions, the organization of multi-channel financing and self-supporting relationships within educational institutions, evaluated various approaches to quality management of the educational process and evaluation of the economic stability of the educational institutions.

The ratio of public and social component in the management of education, education management organization model, characterized by different ratios of the public and public

participation, evaluation of the effectiveness of different models and their positioning relative to each other, as well as emerging new model of higher education institutions investigated by K.K. Burton, R. Birnbaum, F.A. VanVoot, G.E. Carlsen, J. Keegan, J.P. Knudsen, L.L. Leslie, P. Maas, S. Slaughter, C. Hudson and others. However, the results of these studies, which in some cases recognized by the authors themselves and do not allow to identify more efficient management model and the conditions of their possible spread.

At the same time we must note that the integrated studies to establish science-based approach to improving the management of education in Kazakhstan, especially in the context of its system changes until done enough. The proposed solutions in this area relate mainly assess the overall management of the state, the redistribution of certain functions between levels of government based on subjective perceptions of the effectiveness of their implementation, the creation of public administration and governance in the educational institution.

Since the accession of Kazakhstan to the Bologna process there was set the task of development of competence-based approach, the reorientation of the state educational standards of higher professional education for the design of educational results and competences. The changes taking place educational paradigm implies the transition to results-based on student-centered approach in which learning outcomes play a major role and become the main result of the educational process for the

students in terms of knowledge, understanding and abilities rather than on the means and methods of teaching that use teachers to achieve these results. London Communiqué of 2007 contains the first reference to "student-centered training based on the results"[5]. Traditional programs focus on input factors, focused on the teacher instead of the student. The change of focus due to the need to improve educational programs, as well as recognition of the fact that more efficient and different learning styles are for the benefit of students [1]. In 2005 in European universities learning outcomes have been used as a basis for common "Dublin descriptors" that describe the three cycles of the European Higher Education Area (EHEA) and are the basis of a comprehensive framework of qualifications. In May 2007 in London, noted that they were used as curriculum reform and innovation tool, as well as to determine the credit of the European transport system and the accumulation of credits (ECTS), the description of the modules and training programs and to provide student-centered learning, based on the results, educational process. From the secondary instrument learning outcomes there have become one of the basic mechanisms of a radical reform of European higher education [2].

As an information base of research used data from the state statistical supervision, laws and regulations on education, as well as the results of the following socio-economic research:

- The effectiveness of the introduction of the new status of the state and municipal educational

institutions;

- New funding mechanisms leading universities of Kazakhstan;

- Improving the educational institutions of different types of control systems in the conditions of modernization of the education system;

- Development of the state standard of general education;

- Development of financial and economic mechanisms of general networking of institutions, vocational and further education in management and specialized elective courses in the system of school education in the third stage of general education;

- Development of the organizational-economic mechanism of a sustainable development of higher education institutions in terms of modernization of education;

- The forecast of economic development of the education system for modernization of education and training for the innovation economy.

The education system integrates various organizations, to varying degrees, to ensure the formation of the result of its operations, which is considered as a person who has received a certain level of education. Coordination of the activities of elements of the education system in order to achieve these goals is the task of its management [8].

The main management problems overseas education systems are:

- definition of the objectives and tasks of functioning and development of education available to measure and understandable to society;

- prioritization of goals and objectives;

- development of measures whose

implementation will lead to the achievement of this goal;

- public participation in the management of education, and others.

The developed theoretical model allowed to simulate the functional management of the education system, represented by two elements: the control and the educational institutions. On this basis, defined the relationship and interaction between these elements and the requirements for the results of their work as well as possible effects of these processes on the part of management [6].

Conclusion: Proceeding from the above, the implementation of the principle of student focused training involves optimal design of such a process and the organization of educational process in which: the focus is on the organization of different types of learning activities; the teacher acts as a manager of the teacher, not the translator of educational information; information is used as a means of organization, not a goal of learning; trained advocates, along with teachers, and his personal development as a subject of activity serves as one of the main educational goals. It should be noted that such a shift in mass higher education does not reduce the responsibility of universities for their high academic and ethical standards. Universities are required to perform their key intellectual and cultural responsibilities and cannot be regarded as public institutions, free from values. Student-centered concept of the educational process, with its emphasis on competencies and learning outcomes are not contrary to such advantages of higher education, as it is the

fundamental and universal.

Methods of the experiment. There were used the deductive, transformation, comparative research methods.

Results and discussion. Developed ways of improving the management of education in the period of modernization based on functional modeling techniques. The following analyzed issues:

1. Description the existing system of education, highlighting the main issues management.

2. Study the formation of an international management experience in various socio-economic systems.

3. Estimation of the impact of measures to improve the management of the availability, quality and effectiveness of education.

4. Investigation the features of the new forms of management of educational institutions (universities innovative, autonomous agencies) with the identification of promising managerial tasks.

5. Recommendations for improving the system of education management in the period of modernization.

Object of research: Kazakhstan education system which is in the process of modernization.



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## КАЗАХСТАНСКОЕ ОБРАЗОВАНИЕ В ПЕРЕХОДНЫЙ ПЕРИОД

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**Аннотация.** Формирование рыночных отношений и гражданского общества поставили образование в новые условия работы. Первоначально эти условия развивались как последовательное усиление роли социального компонента в управлении образованием, выразившееся прежде всего в углублении автономии образовательных учреждений. Наряду с качеством управления образованием в статье описываются моменты инноваций, основополагающие принципы Болонских реформ в высшем образовании, предполагающие смещение акцента в образовании с преподавания на обучение как активную учебную деятельность студента. Роль учителя становится руководством для достижения конкретных, четко определенных целей и сопровождения для приобретения определенных компетенций.

**Ключевые слова:** менеджмент, экономика, образование, образование, Болонская реформа, студенто-ориентированное обучение

## ҚАЗАҚСТАННЫҢ БІЛІМ САЛАСЫНДА ӨТПЕЛІ КЕЗЕҢДЕ

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**Андатпа:** Нарықтық қатынастар мен азаматтық қоғамның қалыптасуы білім беруді жаңа жұмыс жағдайына шығарды. Бастапқыда бұл жағдайлар білім беруді басқарудағы әлеуметтік компоненттің рөлін дәйекті нығайту ретінде дамыды, бұл ең алдымен оқу орындарының дербестігін тереңдетуде көрініс тапты. Мақалада білім беруді басқарудың сапасымен қатар инновацияның сәттері, жоғары білім берудегі Болон реформаларының іргелі қағидаттары, білім берудегі оқытудың оқудан оқушыға белсенді оқу әрекеті ретіндегі ауысуы қарастырылған. Мұғалімнің рөлі нақты, нақты қойылған мақсаттарға жетуге және белгілі бір құзыреттерді игеруге сүйемелдейтін нұсқаулыққа айналады.

**Түйін сөздер:** менеджмент, экономика, білім, білім беру, Болон реформасы, студенттерге бағытталған оқыту және оқыту.

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