

This is an open-access article under the **CC BY-NC-ND** license

Issue V, 22 November 2022

e-ISSN 2707-9481

ISBN 978-601-323-288-1

Institute of Metallurgy and Ore Beneficiation, Satbayev University, Almaty, Kazakhstan

<https://doi.org/10.31643/2022.13>

Aigul Uteshkalieva

Kh. Dosmukhamedov University
Ave. Studencheskii 1, Atyrau, Kazakhstan
Email: aigul_bekbol@mail.ru
<https://orcid.org/0000-0002-7571-6279>

Tolkin Kismetova

Kh. Dosmukhamedov University
Ave. Studencheskii 1, Atyrau, Kazakhstan
Email: tolkin.kismetova@mail.ru

Indira Barbolova

Abai Kazakh National Pedagogical University
Ave. Dostyk, 13, Almaty, Kazakhstan
Email: indirabarbolova@mail.ru

Essence and concept of self-management in education

Abstract: The aim of the study was to examine the management system of educational organizations to achieve the effectiveness of the result. It is a proper organization and planning of pedagogical activities, resources, and time. The questions of self-management which is the decisive factor of efficiency of managed process are considered. Self-management is played by collective affairs, during which planning, conducting, analysis, and evaluation of cases, decision-making, control, and regulation take place. The success of management depends on the quality of decision-making, organization, control, and regulation of the object of management according to the set objectives, as well as analysis and summarizing on the basis of reliable information.

Keywords: self-management, education, time-management, organization, management.

Cite this article as: Uteshkalieva, A., Kismetova, T., & Barbolova, I. (2022). Essence and concept of self-management in education. *Challenges of Science*. Issue V, 2022, pp. 104-108. <https://doi.org/10.31643/2022.13>

Introduction

The modern modernization of education in the Republic of Kazakhstan has increased the problems of finding new models of management of pedagogical activity and actualized the issue of training and education, the improvement of national education in the Republic of Kazakhstan. Socio-economic and historical prerequisites direct modern education to an innovative approach in pedagogical activity as the most important feature, which reflects the process of development of pedagogical science and practice. In a modern school, each of the collectives and associations of adults and children should have the right to self-government, to independently resolve their issues, needs, and interests in the educational process.

The process of managing and organizing the educational process is a time-consuming process and requires setting the right goal and objectives to organize and plan the pedagogical activities of a teacher.

The purpose of managing an educational organization for effectiveness is the correct organization and planning of pedagogical activities, resources, and time.

The problem of educational organization management through self-management is considered in the works of researchers (Simonova, 2008; Potashnik, 1999; Lvov, 2008; Slastenin, 1996).

Management is an activity aimed at decision-making, organization, control, and regulation of the management object in accordance with the set goal, analysis, and summarizing. Education management implies practical measures to ensure the operation of the system to achieve the goals or objectives of an

educational institution. So, educational management operates in educational organizations or institutions. Undoubtedly, the management of the educational organization is the leading role of the founder, head, management, and self-government bodies in order to achieve results.

The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully promote the end of education.

The objectives of educational systems management as a field of competence of pedagogical management include a whole range of different activities aimed at ensuring effective and sustainable functioning of the educational process in the conditions of co-modern educational and upbringing institutions. Among them, the most important are:

- ✓ organizational,
- ✓ methodological,
- ✓ didactic,
- ✓ educational,
- ✓ human resources,
- ✓ planning,
- ✓ financial,
- ✓ procurement,
- ✓ information,
- ✓ control and monitoring, etc.

The following components are defined by researchers as components of pedagogical management:

- the educational component, which involves the organization of the teaching and learning process in its relationship to the principles, methods, means, and forms of management of the learning process;
- the motivational component, ensuring the setting of goals for the individual participants in the collaborative work process;
- the cognitive component, reflecting the interpretation of pedagogical knowledge as methods of developing corporate thinking;
- the activity component, applying scientific-pedagogical approaches, educational concepts, and the human factor;
- creative component, according to which pedagogical activity is based on creative work, setting goals, and developing ways to achieve them;
- an informative (conative) component, defining information as the subject of pedagogical activity;
- integrative component, with the help of which the function of learning activity management is implemented by setting goals and ways to achieve them, developed jointly with the subjects of the educational process (Andreev, 2012).

Theoretical Framework

Figure 1 describes the self-management which is a complex of managerial competencies necessary for the professional growth of a teacher.

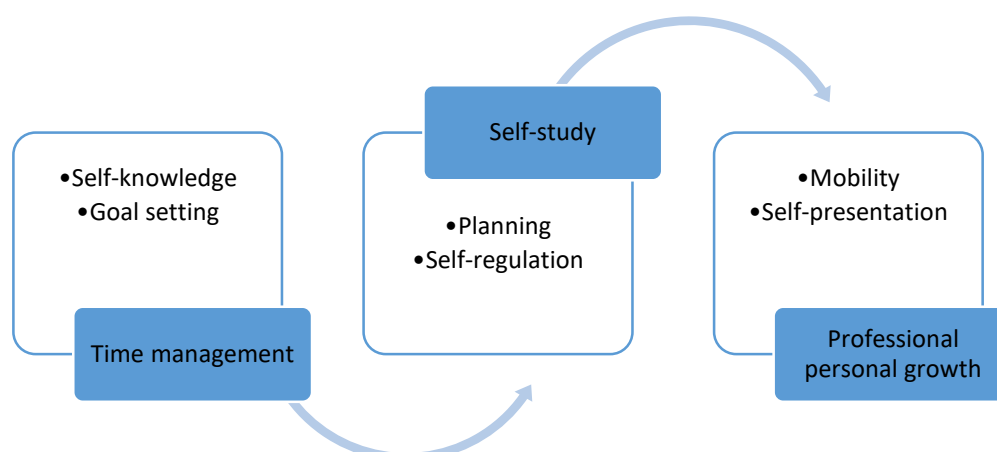


Figure 1. Complex of managerial competencies

From the position of pedagogical management Y. A. Konarzhevskiy singles out the following managerial principles:

- ✓ the principle of respect and trust in a person;
- ✓ the principle of a holistic view of a person and cooperation;
- ✓ the principle of social justice;
- ✓ the principle of individual approach in management;
- ✓ the principle of enrichment of teacher's work;
- ✓ the principle of personal stimulation and consensus;
- ✓ the principle of collective decision-making;
- ✓ the principle of target harmonization and horizontal links;
- ✓ the principle of autonomous management;
- ✓ the principle of constant renewal (Konarzhevskii, 2000).

Management in education and upbringing has a number of the following features:

- direct and personally included interaction with all subjects of the educational process;
- the necessity of differentiation and individualization of educational services;
- the desire of consumers to receive relatively small amounts of services;
- dependence of the organization's functioning on the behavior of consumers;
- problematic (and often impossible) to create a stock;
- the complexity of defining quality parameters;
- the need for advanced skills in customer relations;
- difficulty in determining staff performance;
- the existence of a number of local regulators which have a significant effect on the process.

Self-management (or time management) is a technique for the proper use of time. Self-management helps to do work with less expenses, organize work better (hence, get better results), reduce workload and, as a result, reduce haste and stress (Pererva, 2003); time management is self-management and active formation of your own lifestyle or leadership (Zayvert, 2005).

Undoubtedly, management is inseparable from the time component – planning. Planning is a key function of organization management, which ensures the effectiveness of the manager's activities. The planning function allows you to eliminate uncertainty, focus on the main tasks and facilitate management control. A clear, concrete planning of the educational work of an educational organization is an important condition for its successful activity, since it provides purposefulness, creates conditions for the organized work of the teaching staff and the team of students, the rational use of time and other opportunities and reserves.

In planning the activities of an educational organization, the head takes into account external and internal information (Arkhangelsk, 2008). The information of the external environment includes instructions from state and departmental bodies regarding educational tasks and issues of school functioning, about the content of education and upbringing of the younger generation. Internal information contains information about the previous activities of the educational organization, achievements, shortcomings, and difficulties in the work of the teaching staff, etc.

Based on the time frame, planning in an educational organization can be strategic (long-term plan), tactical (annual work plan), and operational.

The essence of planning in the activities of a modern manager is not based solely on the planning of the organization's activities. Planning personal time and work are important aspects of the activities of the headmaster. A clear plan avoids duplication, makes it possible to determine in advance at what time and on what issues attention should be focused on, and also helps to plan the work and personal time of teachers (Vlasova, 2006). The personal plan of the manager should be real, and not "for reporting". This plan is made for yourself, to save your own time. It is better not to confuse it with the general work plan of the organization that a manager leads. His personal plan must be built in accordance with the tasks and priorities of his own activities. In this case, it should be remembered about the need for delegation of authority and the correct distribution of assignments between subordinates. The task of planning personal work is to focus forces on the main directions. The plan of the head of the educational organization is a real reflection of the upcoming purposeful activity of the head of the teaching staff.

Since the authors are discussing about time management, any planning in the context of time management is associated with the optimal allocation of time resources for solving tasks (Arkhangelsk,

2017). Of course, the framework of planning is an annual plan, since the functioning of any educational organization is carried out on the basis of an annual plan that describes the activities of the organization according to the tasks of teaching and raising children. The main function of the annual work plan is to fix in time the goals and objectives set for the educational organization.

Research Materials and Methods

In the professional activity of a teacher, the leading role is played by the application of self-management. The notion of "self-management" was introduced into science by Seiwert (2007). In his understanding, "self-management" is the consistent and purposeful use of proven work methods in everyday practice and the optimal and meaningful use of one's time. This integrated concept includes elements of sociology, psychology, economics, philosophy, pedagogy, management, and time management.

The leading role in pedagogical management as a day-to-day practice is assigned to the head of an educational institution, namely the leadership philosophy and motivation on the basis of which he or she organizes his or her activities. Consequently, the head of an educational institution should be a leader in his or her organization.

Modern Education is the latest and contemporary version of education that is taught in schools and learning institutions in the 21st century. Modern education doesn't just only focus on prominent academic disciplines of Commerce, Science, and Arts but also aims to foster critical thinking, life skills, value education, analytical skills, and decision-making skills in students. The modern education system requires a teacher with an individual and creative personality, capable of developing personal and intellectual culture, innovative creative thinking, self-knowledge, and self-analysis, able to find solutions in problematic situations, as well as combining different types of leadership in himself and his work, carry the experience of versatile construction of educational reality as an environment of full-fledged formation of students' personality.

Research Results

The main components of self-management are the manager's personal qualities and abilities:

- ✓ Managerial abilities are qualities of personality given by nature and imply that a manager has organizational abilities and certain personality traits;
- ✓ organizational abilities - clear definition of the objectives of the object of management, the ability to plan his work and the work of subordinates, the ability to coordinate the activities of units, the ability to delegate authority, energy, and enterprise in decision making and implementation.

Organizational skills include:

- ✓ adaptive mobility, i.e. propensity for creative forms of activity, deepening of knowledge, initiative, intolerance for conservatism, readiness for reasonable risk, willingness to innovate, self-control, entrepreneurial spirit, etc;
- ✓ sociability, i.e., the ability to make people feel at ease, the ability to listen, understand and persuade people, and the ability to see a conflict situation through the eyes of the interlocutor;
- ✓ Stress management, i.e. intellectual and emotional security in problem situations, self-control, and sobriety of decision-making;
- ✓ dominance, i.e. power, ambition, a desire for personal independence, leadership, self-respect, and a strong-willed character.

The personal qualities of a manager should primarily include sociability, charm, goodwill, and equilibrium. Personal qualities are highly important for teamwork, group dynamics, building relationships, and in day-to-day interactions with colleagues, managers, or clients. Communicability is of particular importance here. The personal qualities of the manager as the basis of self-management technology, i.e. the ability to communicate. He should be able to establish contacts.

It is impossible to enumerate all the qualities of the personality of a manager.

There are different points of view. Miller (1989) singles out the following: "Professional honesty, ability to take risks, commitment, enterprise and constant obsession with a cause, ability of a manager to

listen to his interlocutor, ability to speak so that subordinates are understood without ambiguity in setting tasks, taking into account age, psychology, experience, temperament, ability to write correctly, conduct business correspondence, ability to behave with people..." (Vlasova, 2006).

Modern education management is based on a new management paradigm driven by the need to humanize relations in the educational space as an important condition for school development. Effective education management is characterized by:

- ✓ rejection of administrative-command style, managerial rationalism and invariance of management technologies;
- ✓ unity of managerial and executive responsibility;
- ✓ recognition of the priority of a person in the managed process;
- ✓ adaptability of management; focus on development and improvement of the managed system;
- ✓ synthetic approach, which integrates the most productive management approaches and concepts (Uteshkalieva & Kumarova, 2021; Uteshkalieva & Kinzhibayeva, 2021).

Conclusions

The ability to get along with people is management, and the ability to get along with time is self-management. Moreover, the quality of the latter determines the effectiveness of the former. Self-management is the consistent and expedient use of proven methods of work in everyday practice, in order to optimally and meaningfully use time. Moreover, self-management is a decisive factor in the efficiency of the managed process. The success of management depends on the quality of decision-making, organization, control, and regulation of the management object in accordance with the set goal, as well as analysis and debriefing based on reliable information.

Cite this article as: Uteshkalieva, A., Kismetova, T., & Barbolova, I. (2022). Essence and concept of self-management in education. *Challenges of Science*. Issue V, 2022, pp. 104-108. <https://doi.org/10.31643/2022.13>

References

- Andreev, V.I., (2012). *Manager's Self-Development*. Moscow: National Education, 160 p.
- Arkhangelsk, G. A., (2008). Organization of time. From personal efficiency to the development of the company / St. Petersburg: Peter, 448 p.
- Arkhangelsk, G.A., (2017) . Corporate time management [Electronic resource]: encyclopedia of solutions / Electron. text data. Moscow: Alpina Publisher, 212 p. Access mode: <http://www.iprbookshop.ru/62045.html>
- Konarzhhevskii, Y.A., (2000). Intra-school management. - M.: Pedagogic search, 224 p.
- Lvov, L.V., (2008). *Pedagogical Management: textbook*. - Chelyabinsk: Chelyabinsk State Agrarian University, Southern Scientific Center RAO, 178 p.
- Miller, B, (1989). Such simple and complex management! / *Ogonyek*. -№ 9. - 3-5p.
- Pererva, P.G., (2003). *Self-marketing of a manager and a businessman*. Rostov n/A: Phoenix, 592 p.
- Potashnik, M.M., (1999). *School management optimization*, 289 p.
- Seiwert L. (2007). If you hurry – do not hurry: new time management in accelerated world: seven steps to the effectiveness and independence in the use of time / Lothar J. Seiwert; translated from German by N.S. Sirotkina. M.: AST: Astrel, p. 255.
- Simonova, A.A., (2008). *Teacher's self-management: essence, content, technologies: monograph*. - Yekaterinburg: Ural. Gos. Pedagogical University, 136 p.
- Slastenin, V.A., Isaev, I.F., Mishchenko, V, Shiyalov, V. (1996). *Pedagogy: Textbook / - M.: Shkola-Press, 185 p.*
- Uteshkalieva A.; Kumarova Z. (2021). Organizational and managerial conditions for creating a health-saving environment of an educational organization. *Challenges of Science*. Issue IV, pp. 99-102. <https://doi.org/10.31643/2021.015>
- Uteshkalieva A.; Kinzhibayeva F. (2021). The main approaches to the organization of research activities in primary education in the Republic of Kazakhstan. *Challenges of Science*. Issue IV, 2021, pp. 95-98. <https://doi.org/10.31643/2021.14>
- Vlasova ,D.A.,(2006) . Time management as a way to increase the personal effectiveness of employees// Scientific community of students: Interdisciplinary research: collection of articles on mat. III International Student scientific and practical conference.
- Zayvert, L, (2005). *Your time is in your hands*. Moscow: Interexpert, 188 p.