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Management system for innovative educational activities in a rural school

Abstract: The village school is the center of educational work and should carry out cooperation between the family and the student. Rural society, human proximity to nature, and humanistic traditions of folk culture promote close interaction with the outside world, awareness of the importance of nature in human life, acquisition of labor skills, love for the native land, and caring attitude to it. Thus, in the conditions of the formation of a market and competitive-dynamic external environment, as well as changes in the mission, goals, and updating of the education system in the Republic of Kazakhstan, the need to develop a strategy for managing the quality of education in rural schools is revealed.

Keywords: management, rural school, education, innovation, concept.

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Introduction

At the present stage of human development, special attention is paid to the human factor in management. The management of the educational process, like other types of management, involves ensuring the achievement of goals with a focus on the final result, through the effective use of available human resources, including the creative potential of both managers, teachers, parents, and employees of the educational institution, and the students themselves. To ensure the development of any educational organization, a special type of management is certainly needed, developing on the basis of innovative processes. The management activities of the school are characterized by a flexible structure, standardized and sustainable tasks with a command-administrative type of communication, the school is ready for change. The prevailing changes in recent years of social and economic life have also changed the goals of the rural school. In the countryside, the school is not only an educational institution, but also a center of information, culture, and recreation for the younger generation, social and pedagogical work not only with children but also with parents, and rural unemployed youth. The rural school is the basic link in the education of the future specialist, farmer, and livestock breeder. Therefore, the activities of a rural school are multifunctional and require scientifically based management, namely, the search for new, more

effective innovative ways of organizing activities not only with people but also with processes. Studying the theory and practical application of innovative management provides an opportunity to do the following:

- ✓ Forming a view on the importance of innovations and their classification;
- ✓ Learning to evaluate the innovative potential of the enterprise and the economy as a whole;
- ✓ Analyzing the innovative process and situation, using their elements;
- ✓ Planning, organization of the innovative process, justification of its financing;
- ✓ Ensuring reduction of risk and uncertainty in innovative activity.

In its generalized form, innovative management clearly sets goals for the organization of the service management process, evaluates the method of managing strengths and weaknesses, develops an organizational and production structure, and also solves a number of other problems. The management process itself can be viewed as an innovative system that includes:

- ✓ Input - material and intellectual resources of innovation;
- ✓ The goal or output is an innovation that is being created (created);
- ✓ Feedback is the market, which is considered an external environment and determines the dimensions of the consumer self and the innovation being created.

According to Drucker (2000), innovative goals include the following:

- New products necessary to achieve marketing objectives;
- New products that become necessary as a result of technological changes;
- Use of new technologies or improvement of old ones in order to renew production and increase prices to a certain extent;
- Innovations in all areas of enterprise activity (Drucker, 2000).

The ultimate goal of innovative management is to ensure its long-term operation and increase the competitiveness of innovative products based on the effective organization of innovative processes. Indicators for evaluating the efficiency of the organization of an innovative enterprise are economic measures that compare the costs of innovative activities and the income from the sale of innovative products.

Organization of innovative activities is the process of systematization and ordering of innovative developments within a certain organizational structure. The organization of innovations consists of three main points:

- Subject of innovative activity - bringing people together for joint development and implementation of innovations;
- Set of activities;
- Clarity of the structure, that is, the creation of an organization that ensures orderly communication between all its departments (Alinov, 2000).

The work of the school in an innovative mode involves making changes to its educational system. Therefore, the management of the innovation process can be considered as the management of changes in the educational system. At the same time, when managing innovations in a developing educational institution, there is an objective need for changes in the management system itself.

Therefore, the management of the innovation process at school implies the management not of individual changes, but of the whole complex of changes, covering both the managed and the managing subsystems. Based on the works of and others, the authors of this study distinguish the following stages of innovation process management, which allows the development of a school-based on a synthesis of managerial functions:

- formation of the concept of innovation process management;
- development of a strategy for managing the innovative development of the school - the main directions and tasks of updating the educational system;
- determination of the content of innovations - selection of innovative ideas and projects that ensure the development of the school in accordance with the development goals;
- designing the innovation process: drawing up, preliminary examination, and adjustment of the development plan based on selected innovative ideas and projects;
- organization of innovative activity;
- control and examination of the innovation process and the results of innovation activity.

The works of researchers (Voronina, T.; Molchanova, O.; Abrameshin, A. 2001) on the issue under study show that the formation of the concept of managing the innovation process in the school as the

creation of a generalized management plan that has a structural, functional and technological novelty and provides effective innovation within the school and purposeful development of the school based on innovation.

In the educational process of the school, the content of the very concept of managing the innovation process includes:

- structure of the management system (links, levels, subjects of management, as well as the relationship between them);
- list of functions of persons and collective subjects of management;
- mechanisms for the implementation of management functions, new forms, methods and techniques of management.

Like any process management, the innovation process should be interconnected and interdependent, namely:

- fulfillment of instructions and recommendations of higher educational authorities;
- introduction of new achievements of pedagogical science and related sciences into pedagogical practice;
- development of advanced pedagogical experience in general and within the school;
- studying and taking into account the educational needs of students, the wishes of parents and the social environment;
- promotion of innovative ideas, development, examination, and implementation of innovations within the school;
- increasing the innovative potential of the school, as the ability of education participants to implement innovative activities (Osipov, 2003; Sidorov, 2006).

Research Materials and Methods

A modern, rural school is becoming adaptive, striving to prepare graduates for life in new socio-economic conditions, while at the same time adapting to their personal characteristics. The social order, expressed for the purposes of education, prioritizes not only the formation of a high level of knowledge among graduates but the development of their research skills and creative abilities. According to the dialectical understanding of the world, educational systems functioning in natural conditions have the ability to evolve based on the continuity of transitions from one state to another.

The most obvious example of such an evolution is the process of school evolution, in which the following main stages can be distinguished:

- formation (creation of a new school, including the creation of material conditions for functioning, selection of personnel, formation of a contingent of students, the primary organization of the educational process, selection and improvement of the practical use of the necessary pedagogical technologies, etc.);
- stable functioning (at this stage, the educational process is carried out on the basis of organizational forms, programs, textbooks, and pedagogical technologies traditional for this school);
- development (the school enters this stage when the former content of education and pedagogical technologies come into conflict with the new conditions, and the needs of society, students, and teachers).

The implementation of the results of pedagogical research includes familiarization of practitioners with the results of the study, justification of the feasibility of their implementation, the formation of the need for the application of scientific results in their work and others). The analysis of works (Konarzhevsky, 1999) shows that the management of the innovation process in the context of the holistic development of the school includes the following aspects:

- work with teaching staff, aimed at creating prerequisites for innovative and pedagogical activities;
- work with students, involving the study and consideration of the interests and educational needs of students, the creation of conditions for the adaptation of children to the ongoing transformations;

- work with parents aimed at forming a positive attitude of the family towards innovations introduced at school and involving parents in participating in the innovation process;
- improving the work of the aggregate subject of intra-school management in order to maximize the use of resources available at the school;
- implementation of relations with the environment surrounding the school in order to most fully meet the educational needs of the society and attract additional resources to the school;
- implementation of control, analysis and regulation of innovation activities;
- implementation of information support for innovation activities.

An analysis of scientific and methodological works on managing the development of educational systems and the ideas and technologies contained in them make it possible to single out the following stages in the formation of the concept of managing the innovation process at school (Figure 1):

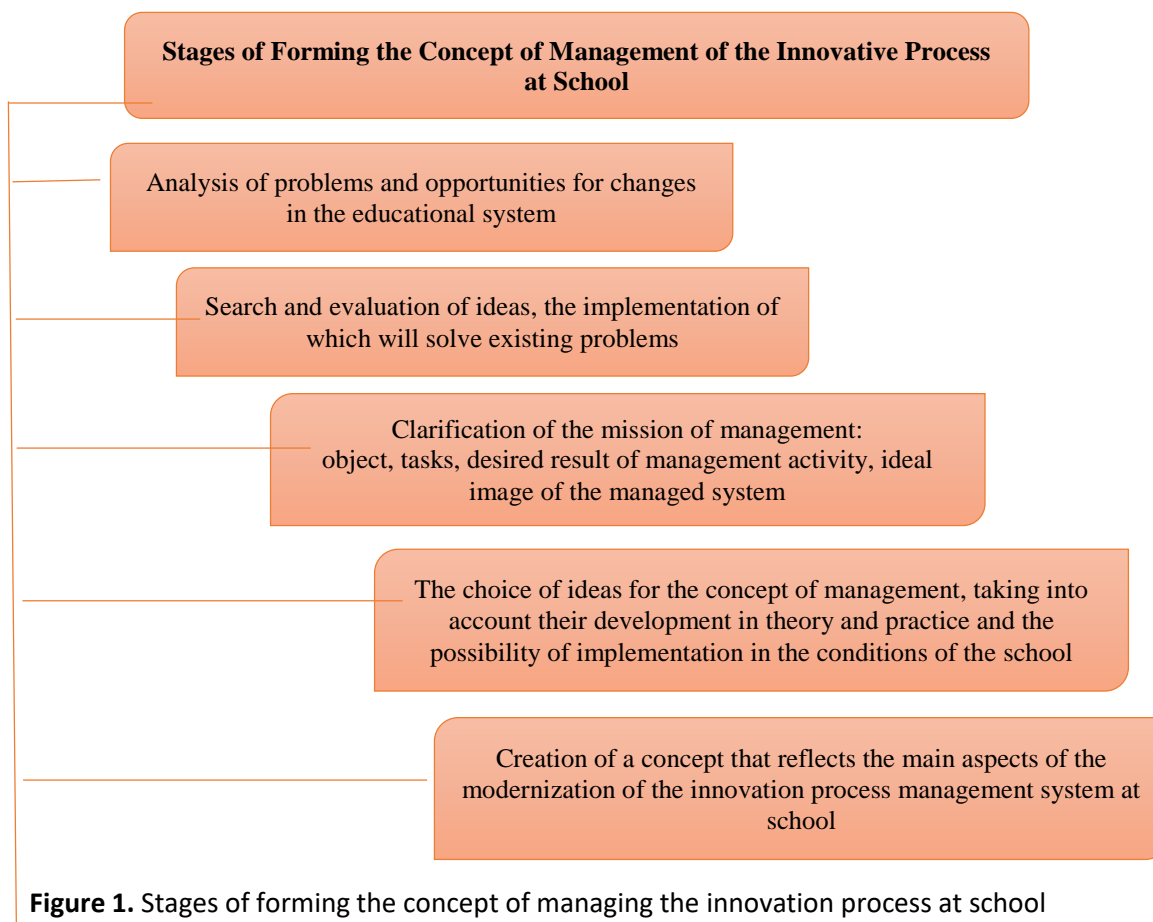


Figure 1. Stages of forming the concept of managing the innovation process at school

Humanistic pedagogy has developed a number of requirements for the innovation process carried out at school changing the target setting of the school;

- reorientation of the internal personal attitudes of the teacher to the humanistic essence of innovation;
- individualization and differentiation of training and education;
- creation of a favorable socio-psychological and subject-spatial educational environment;
- ensuring social and psychological protection of children;
- creation of conditions for the development of inclinations and abilities of each student;
- faith in the student, in his strength and capabilities, acceptance of the child as he is;
- ensuring the success of training and education;
- validity of the level of development of each student;
- humanization of educational relations;
- humanization of education, strengthening its universal, interdisciplinary orientation;
- scientific and methodological support of the innovation process.

Research Results and Discussions

Based on the analysis of pedagogical literature, the management of the innovation process in the theory and practice of education is most effective if:

- management is adaptive in nature and is carried out at three main levels of adaptation: basic logical, meta-level, meta-meta-level;
- innovation process management covers all aspects of management activities;
- the specifics of the management of the innovation process are reflected in the management functions and mechanisms for their implementation, as well as in the forms, methods, techniques, and management technologies used;
- management involves changing the management system in accordance with a certain concept of managing the innovation process;
- the innovation process management system is a synthesis of linear-functional and program-target structures;
- the innovation process is designed and implemented as a process of solving problems objectively existing in the school and ensures the development of the educational system based on the available opportunities.

The modern rural school is the executor of the mission of the education system and one of the important tools for the revival of the socio-cultural and economic infrastructure of the village. The peculiarity of the educational environment of rural schools has positive and negative sides. So the positives are:

- proximity to the natural environment and close contact with nature;
- preservation of folk traditions and culture;
- close connection of labor education;
- proximity to family and school;
- the orderliness of rural life.

There are also negative aspects such as the limited, closed interpersonal space, the lack of a system for studying the personality of schoolchildren, the lack of a differentiated approach in the education process, the weak introduction of modern educational technologies, the lack of qualified teaching staff, etc.

The school is and remains the center of the educational environment. In the countryside, there is close interaction between the family and the school, which makes it possible to carry out the educational process and cover various aspects of rural life. The above aspects of the rural school determine the general approaches to the development and implementation of the strategy for managing the innovative development of the rural school, which helps to clarify the main directions and prospects for the development of the educational system. In the works of researchers on strategic management Repin (2004), Fatkhutdinov (2002), it is noted that the management strategy of a social system should be based on legal, scientific, and methodological support, material resources, structures, mechanisms, and technologies for the implementation of managerial ideas embedded in the strategy. If the development of a strategy for managing the innovative development of a school is considered, then it is necessary to take into account:

- identifying the needs of the educational system of the school in development;
- to determine the goals and directions of development of the school on the basis of innovations, and criteria for the effectiveness of managing the innovation process;
- development of the content of innovations that ensure the development of the school;
- training of teaching staff for innovative activities;
- modeling of structural neoplasms necessary for the implementation of the innovation process

Innovative development at school covers all aspects of a holistic pedagogical process and leads to the need to consider the school in the totality of the theory of a holistic pedagogical process and the systemic nature of education a holistic pedagogical process can be considered as a synthetic meta-process, including more private processes (training and education) and process components;

the implementation of a holistic pedagogical process is ensured by the functioning of many educational subsystems that form a single educational system in any individual school (Uteshkalieva & Saginova, 2021).

Conclusions

To sum up, in the development strategy of the school in the management of the innovation process, it is necessary to be guided by the program-target principle within the school management, which implies such as (1) setting and systematization of management goals in accordance with the social order, the state of the controlled system and the personal goals of the participants in the educational process; (2) compliance with all aspects of school development management, according to the established hierarchy of goals; (3) determination of the school development strategy based on the analysis of the state of the educational system "school" and the identified development prospects; (4) strengthening mutual understanding between the subjects of management regarding the goals set and the developed strategy for the development of the school (Bykova, 2001).

Thus, in the context of the formation of a market and competitive-dynamic external environment, as well as changes in the mission, goals and renewal of the education system in the Republic of Kazakhstan, the need to develop a strategy for managing the quality of education in a rural school is revealed. The rural school is the center of educational work and should carry out cooperation between the family and the student. Rural society, human closeness to nature, humanistic traditions of folk culture, contribute to close interaction with the outside world, awareness of the importance of nature in human life, the acquisition of labor skills, love for the native land and respect for it.

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