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Intra-school control - as part of the management system of an educational institution

Abstract: This article provides an explanation of intra-school control as part of the management system of an educational institution. The pedagogical activity of any school is characterized by comprehension of the accumulated work experience, the search for new ideas, the achievement of a high level of pedagogical excellence in the organization of educational activities, the emergence and dissemination in the pedagogical, parental, and managerial environment. and a new understanding of the values of education, when education becomes a priority in the lives of the younger generation. And in every school, one of the real levers for such development is the apparatus of intra-school control. In-school observation should be motivated and stimulating, based on knowledge of the capabilities and interests of all participants in the educational process. On the one hand, its result is a qualitative improvement in relations within a certain group and between them, on the other hand, it contributes to the degree of professional growth and achievements of teachers and students.

Keywords: Intra-school control, forms, types, forms, methods, principles of intra-school control.

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Introduction

The pedagogical activity of any school is characterized by comprehension of the accumulated work experience, the search for new ideas, the achievement of a high level of pedagogical excellence in the organization of educational activities, the emergence and dissemination in the pedagogical, parental, and managerial environment. and a new understanding of the values of education, when education becomes a priority in the lives of the younger generation. And in every school, one of the real levers for such development is the apparatus of intra-school control.

Intra-school monitoring (ISM) is a comprehensive study and analysis of the educational process in a school with the aim of coordinating all work in accordance with the assigned tasks. In-school monitoring is a necessary link. Because as a result of this, the regulatory function begins to work, making the necessary adjustments to the analysis process, as well as to the process of planning and organizing activities. The purpose, content and methods of corrective actions in the management process are determined by the control function, which, by identifying non-compliance with standards and requirements, provides information about where, what, how and when it is necessary to implement correctly. The selectivity and accuracy of the adjustment function completely depend on the level of quality of intra-school control.

The purpose of intra-school control:

- ensure compliance of the functioning and development of the pedagogical process at school with the requirements of the state educational standard;

- improvement of the educational process, taking into account age characteristics, interests, educational opportunities and health status of students.

Objectives of intra-school control:

- establishing violations and non-compliance with legislative and other regulatory legal acts in the field of education and taking measures to prevent them;
- analysis and expert assessment of the effectiveness of the teaching staff;
- identifying negative and positive trends in the organization of the educational process and developing proposals for their elimination and development;
- analysis of the results of implementing orders and regulations at school;
- providing methodological assistance to teachers.

Intra-school control is one of the most important functions of management, which is directly related to the functions of analysis and goal setting: without analysis, data is dead, without goals there is no management.

The intra-school control of the school is carried out in order to improve the activity of the educational organization, as well as to improve the quality of school education based on the study and analysis of the educational process in accordance with the national requirements (normatives), the requirements of students and teachers.

The intra-school control plan for the academic year is prepared in accordance with the order of the Ministry of Education and Culture of the Republic of Kazakhstan dated April 6, 2020 No. 130 "On approval of the list of mandatory documents and their forms for teachers of secondary, technical and professional, post-secondary educational institutions". In educational organizations, it is recommended to carry out intra-school control in the form of planned or urgent inspections, monitoring and administrative work in accordance with the regulation on intra-school control approved by the pedagogical council (Uteshkalieva et al., 2022a; Uteshkalieva et al., 2022b).

Due to their importance, problems of management activities of heads of educational institutions constantly attract the attention of a large circle of teacher-researchers. Konarzhevsky Yu.A., M.P. Portnov, V.P. Simonov, V.A. Slastenina, A.I. Tebyakin, T.I. Shamova and other studies are devoted to various aspects of management of educational institutions.

What should a modern school principal look like? This question is usually associated with another newbie question: "Where to start?" Scientist-teacher M.P. Portnov, who has extensive experience in practical work, shares his thoughts on the skill and culture of management and advises the school director to organize his activities at the first stage. A successful start is a step towards high professionalism (Portnov, 1981).

Pl. Tretyakov reveals the main methods of managing the transfer of a school from a working mode to a developing one. Particular attention is paid to the formation of intra-school management structures and the development of principles of self-government. Considering the person-oriented approach of the school of democratization of the entire management system, one can observe their focus on final results on the path to success (Tretyakov et al., 2000).

Yu.A. Konarzhevsky, using some managerial positions, identifies points of contact between the theoretical positions of management and intra-school management (Konarzhevsky et al., 2000).

Shamova T.I. provides a general description of education systems and their management; pays special attention to school; deeply reveals the meaning of the educational process (Shamova et al., 2002).

Control is one of the most complex activities of the head of an educational institution, requiring a deep understanding of the function and role of the function, understanding of its target orientation, and mastery of various technologies (Fig. 1).

Control is a component of intra-school management, the beginning of management activities.

Intraschool control is a complex and multifaceted process and, like any whole, has a certain order, organization of interconnected parts, each of which performs certain functions.

Yu.A. Konarzhevsky believes that internal control of a school is one of the most important management functions, which is directly related to the function of analysis and goal setting; without analysis, observational data is dead, and in the absence of goals there is nothing to control (Konarzhevsky et al., 2000; Shamova et al., 2002).

Intra-school control is not only a part of the management system, but also the system itself, so its formation and organization must meet all the requirements of the system approach and, first of all, be clearly

structured. The structure of intra-school control of the school reflects the organization of control at all levels: external - state, public and internal - pedagogical (Pidkasastiy, 1995).

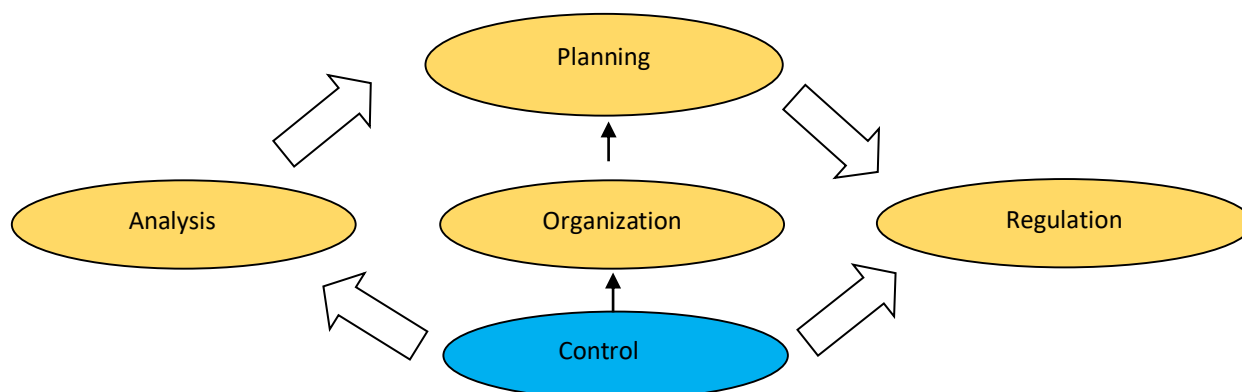


Fig. 1. Place and role of control in the intra-school management mechanism

Objects of intra-school control:

- *Learning process:*

- ✓ implementation of training programs;
- ✓ level of education of students;
- ✓ teacher productivity;
- ✓ individual work with students.

- *Educational process:*

- ✓ level of education of students;
- ✓ quality of work of class teachers;
- ✓ participation of parents in the educational process;
- ✓ work with “difficult” children;
- ✓ quality of intra-school activities.

- *Methodological work:*

- ✓ methodological level of each teacher;
- ✓ dissemination of teaching experience;
- ✓ advanced training of teachers.

- *Scientific and experimental work:*

- ✓ degree of scientific validity of innovations;
- ✓ level of scientific training of teachers;
- ✓ research activities of students.

- *Psychological condition:*

- ✓ degree of psychological comfort/discomfort of students and teachers;
- ✓ psychological readiness of the team to solve problems.

- *Providing the necessary conditions for educators:*

- ✓ labor protection;
- ✓ sanitary and hygienic conditions;
- ✓ provision of educational and methodological literature;
- ✓ provision of educational and technical equipment.

Type of intra-school control (in relation to the entity performing control):

- ✓ Collective control (involved in all levels of management: administration, pedagogical team, students, delegation of parents with external powers).
- ✓ Mutual control (college mentoring by means of mutual participation in class).

- ✓ Self-control (performed by self-reporting).
- ✓ Planned administrative control (performed by a member of the administration according to the plan of intra-school control).
- ✓ Unscheduled administrative control (performed by an administrative member in unforeseen cases).
- *Forms of intra-school control (classified by the scope of management objects):*
- ✓ Generalized control in the classroom (allows to monitor the pedagogical impact of teachers in the same group on students in the same team and to determine the features of this effect using the comparison method. It is used 4 times a year, lasts one or more days. Members of the administration participate in all lessons in the same class to determine the causes of problems) . The level of education and upbringing of students under general control; teacher quality and teaching methods; may be the quality of the class teacher's work.
- ✓ Frontal supervision (enables full supervision of the work of one teacher or the entire methodological department. Lasts 10-20 days. Helps to study and spread experience). The following can be attributed to frontal control: the condition of teaching subjects, the level of work of class teachers in parallel classes.
- ✓ Thematic monitoring (aimed at studying the level of education and students' mastery of specific topics and the performance of tasks in the lesson process, as well as checking the ability of each teacher to use the main components of modern lessons in rational methods and forms in practical activities). Thematic monitoring can be aimed at studying the level of students' knowledge on any educational topic or the work of the class teacher in one direction;
- ✓ Personal supervision (assessment of the performance of an individual teacher. It is used to provide effective assistance in the work of a teacher in order to ensure his proper work. The reason for personal supervision of a teacher may be his low level of methodology or performance.
- ✓ Overview control (used for general familiarization with the professional level of the entire team of teachers or a part of it at the beginning of the year). Review control may be aimed at examining the state of school documentation and the state of teachers' work behavior.
- *Methods of intra-school control:*
- ✓ Monitoring (organized by participation in classes, activities, which will be analyzed later).
- ✓ Documentation review (various documentation is evaluated: class documents, lesson plans, etc.).
- ✓ Questionnaire - oral/written (considered as interview, survey).
- ✓ Testing (conducted to measure individual differences between teachers and students).
- ✓ Operational analysis (analysis of the recently held event, lesson).
- ✓ Retrospective analysis (evaluation of school activity by other persons) (Kurachitsky, 2020; Fang Yuqi et al., 2022).

Principles that make the process of in-school control effective:

- consistency (the project of the intra-school control plan is developed throughout the current year, control topics are determined on the basis of past inspections and decisions (conclusions) made on them. It ensures the creation of psychological conditions for the systematic nature of intra-school control. Conditions for the development of all objects of the educational institution);
- validity (real idea, understanding what, when and for what purpose should be monitored);
- completeness (covering all components and areas of the life system of the school, as well as the effectiveness of their interaction in achieving goals and objectives);
- competence of the inspector (sufficient level of competence of people preparing for the upcoming inspection);
- transparency (this is one of the important principles of the IB. Each direct participant of the IB should know what "level" he is at in order to further plan his future development);
 - continuity (this principle is important when monitoring the results of the teacher's work, especially because it makes the process of developing his professional competence continuous);
- consistency - systematic control; creation of a control system that allows to manage the entire course of the pedagogical process at the school;
- objectivity - checking the activity of a teacher or pedagogical team in accordance with the requirements of state standards and educational programs based on developed and agreed criteria;
- efficiency - the decision made (conclusion) should be implemented, focused on real, positive changes, growth).

Periods of intra-school control:

I. Preparation period:

- determining the goal;
- control planning;
- choice of control type and forms;
- definition of standards;
- creating an inspection team;
- instructing inspectors.

II. Diagnostic period:

- participation in classes;
- receiving control work;
- work with documentation;
- student surveys.

III. Analysis of information, conversation with teachers.

IV. Final stage:

- draw conclusions;
- preparation of proposals;
- preparation of conclusions;
- discussion of the results (at the pedagogical council, etc.)
- providing methodological assistance.

Control conditions:

- providing timely and accurate information about the state of school work;
- effectiveness of control, timely assistance to teachers as needed, dissemination of best practice;
- high culture of inspectors, their competence;
- prevention of stressful situations, support of good initiatives.

Places where inspection results are reviewed:

- in meetings with the director or his deputies;
- in administrative councils;
- At meetings of the Board of Directors;
- in pedagogical councils.

Methods of summarizing control results:

- definition;
- report;
- graphic report;
- conversation, etc. (Iskakova, 2014).

Intra-school monitoring should end with the formulation of recommendations for improving the work of the monitored, and, if necessary, with recommendations for providing assistance to them. And the positive achievements found should become the benefit of the team and the public by spreading the best practice and best work models in order to improve the entire educational process.

Conclusions

Today, intra-school control in the educational institution management system is an actual issue. In conclusion, I would like to highlight the conditions that contribute to the success of intra-school control:

- ✓ a system of working with teachers to increase the activity, responsibility and independence of all participants of the educational process;
- ✓ relying on the achievements of pedagogical management, technological efficiency, the use of interactive methods, information technologies, the ability to spread best practice;
- ✓ provide objective, respectful, reliable control; - priority of positive character, success;
- ✓ formation of a data bank to ensure control and must have: control programs, information collection and processing technologies, control results evaluation parameters, etc.;
- ✓ wide participation of professional associations, transfer of some control functions, state-public character, teachers' work on self-control and self-evaluation, involvement of external experts, transparency, etc.

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