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The model of joint integrative and organisational activity of the pedagogical department and a university resource and methodological centre

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Abstract

Relevance. The relevance of the study is conditioned by the fact that the general logic of building a university management model in accordance with the long-term practice of various institutions is based on the conditions of a market economy, civil society, and democratic and political systems. It defines an integrative way of thinking about the cultural and social functions of universities.

Purpose. The purpose of the study is to consider a model of joint integrative and organisational activity of the pedagogical department and the resource and methodological centre of the university.

Methodology. The study utilized institutional, process, and scenario approaches to examine the joint activities of the pedagogical department and university resource-methodological center.

Results. The model of joint integrative and organizational activity of the pedagogical department and the university resource-methodological center aims to improve teaching quality, support scientific development, and disseminate pedagogical knowledge. This model emphasizes strategic management, interdisciplinary research, and cooperation with both academic and socio-economic partners. It promotes the integration of faculty staff, provides opportunities for student development, and enhances the competitiveness of graduates in the labor market.

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Conclusions. The joint model of the pedagogical department and university resource center fosters a competitive, adaptable institution responsive to societal and scientific changes. This approach underscores education's role in social development and advocates for increased collaboration to improve academic quality and community integration.

Keywords: universities; higher education; strategies; concepts, integration.

Introduction

Frequent amendments on higher education significantly affect the possibility of choosing the basic model of integrative and organisational activities of the pedagogical department and the resource and methodological centre of the university. Supporting the established principle of university autonomy, its elements define the basic framework of the activities of this higher educational institution. One of the main missions of the university is to educate students [1]. For this reason, the didactic process, that is, the effective use of the material and human potential of the university – is the main task facing every higher educational institution.

The standard content of education ceases to be the basis for determining the curriculum of individual areas. This imposes an obligation to accurately determine the expected learning outcomes for each person, having studied the levels and methods of verifying the results achieved. An additional aspect was the commitment to create and improve the university system for ensuring the quality of education [2]. The only mechanism necessary to support the quality of education is the need to monitor the fate of graduates, adjust the didactic proposal to meet the needs of the labour market. This process is determined by the range of planning, starting with the basic block of organisational development strategies developed at the university, considering the development strategy of the whole country or a specific region. An important element is the constant consideration of the needs and requirements of the labour market with special emphasis on the need to create and improve the quality assurance system of university education [3; 4].

Due to the key importance of didactics for the functioning of the university, its leadership should be connected with other areas of the university's activities: research, management of human and material resources. Given that ever-changing developments are aimed at, among other things, the internationalisation of research, including increased attention to provisions in the international arena, precise implementation of the goals set is essential. It depends on the level at which the university is ready to conduct scientific research, which is determined by the resources available to the institution, mainly depending on the budget and organisational effectiveness of departments [5]. Effective management of the integrative and organisational activities of the pedagogical department and the resource and methodological centre requires considering several main characteristics that determine the level of complexity of this process, such as: multiplicity, diversity of funding sources, interdisciplinary nature of most of the projects carried out. The implementation of the adopted strategy and set goals in conditions of multiplicity and diversity requires an effectively functioning organisational structure to ensure model management of the activities of the pedagogical department and the resource and methodological centre [6].

Higher education institutions are autonomous units. Their autonomy extends to all areas of the university's activities and is expressed mainly in the freedom of conducting educational activities and teaching students. Public administration bodies and local self-government bodies cannot authoritatively enter the sphere of activity of the university, if they are not allowed to do so by legislative provision. This prohibition is one of the guarantees of the constitutional principle of university autonomy. The principle of higher education uses three criteria to divide universities into different categories. The main division is the division into public and private. A university is a legal entity that basically has two types of bodies: collegial and sole authorities. They are of a different nature and competence and are caused in different ways. The correct fulfilment of tasks by the university should be ensured by a properly developed development strategy. It should specify specific goals, that is, what the university is striving to achieve. Their development should comply with the SMART principle – simple, measurable, achievable, relevant, timely. Moreover, this strategy should identify specific measures to achieve the relevant goals. It is necessary to create highly specialised departments whose task will be coordination, full financial services, valorisation and preparation of reports that determine integration into the overall strategy of the university [7; 8].

The purpose of the study is to consider a model of joint integrative and organisational activity of the pedagogical department and the resource and methodological centre of the university.

Materials and Methods

The methodological basis of the study consisted of the following approaches to the investigation of this topic: institutional, process, scenario. The institutional method refers specifically to the procedure of designing joint integrative and organisational activities of the pedagogical department and the resource and methodological centre of the university, which does not do without affecting the effectiveness of the implemented solutions. The system analyses used in practice arise from a combination of planning processes in the corresponding organisational system. The use of this criterion seems to be more fruitful from a theoretical standpoint, which opens up opportunities for interdisciplinary integration of sciences. The institutional approach is characterised by a focus on the subjective aspects of the problem being studied, and individual elements of the system are constants and their tasks are adapted to them. The construction of an integrative organisational structure in accordance with the logic of the approach is carried out by determining the functions that need to be performed and dividing them between existing objects. When using the current method, the structure of experience and resources of the subjective system is first determined, and then task equivalents for previously created system components are allocated.

The process approach indicates that it is characterised by a number of disadvantages and does not have serious organisational advantages. Basically, it comes down to formalising and sanctioning decisions that arise in practice. The consequence of using this method is to consider organisational problems only through the prism of existing solutions. Thus, the scope of possible changes is narrowed, because, despite the negative diagnosis of the current condition, the phase of searching for new solutions limits the number and intensity of changes. Solving organisational problems of integrative and organisational activities of the pedagogical department and the resource and methodological centre of the university in accordance with the logic of the process approach leads not only to the petrification of structures, but also to the causes of organisational uniformity, which are very similar to the structure of existing universities. Moreover, giving fundamental importance can lead to the isolation of individual subjects and a rigid division of labour between them. Such aspects play a dominant role considering subjective solutions to organisational problems. The form of the organisational structure is a consequence of goals and system functions. The assigned goals determine the division of labour into elements and hierarchical dependencies of the system.

The scenario method helps to plan effective university strategies, hypothetically determine under what conditions this will happen and create a behavior procedure that would be a reaction to unforeseen events. A valuable way to predict the future is to create scenarios as hypothetical and possible ways of development of the studied objects. Decision-makers rely on reliable and unreliable information, which may be the product of research groups predicting unexpected events in the future. Scenario planning helps them, which performs two important functions: cognitive and preventive – enhancing the transformation process about the intended information, and the other allows protecting the university from unrecognised situations that reduce the specific power. This is especially important in a market economy, when from the perspective, one should think about the development of the branch of integrative and organisational activities of the pedagogical department and the resource and methodological centre of the university, and find a way to determine their competitive position. The right research tools allow identifying opportunities for achieving advantages and economic benefits.

Results and Discussion

The integrative and organisational activity of the pedagogical department is expressed both in broad activities aimed at raising awareness and receptivity of society, and in performing specific tasks in the field of research and didactic processes conducted at the faculty. Its most important tasks are: maintaining the unity of science and education, providing knowledge and learning opportunities for all suitable persons, creating an academic community of dialogue, regardless of political, ideological and religious differences, and the establishment of an intellectual elite. Such foundations of the pedagogical faculty encourage and oblige to take care of the highest quality of research and teaching, and the form of modern education. The activities of the pedagogical department

and the resource and methodological centre of the University, both in the field of research and in the field of teaching, serve the training and development of pedagogical personnel in various spheres of public life, especially in the field of education, including teacher training, continuing education, social activities [9]. They perform their task in cooperation with other research and educational centres in the Republic of Kazakhstan and abroad, which, depending on the specialisation, enables graduates to acquire subject competencies in the field of individual and social development support, recognition and prevention of educational difficulties, consulting in the field of educational and professional orientation, creation and dissemination of various types of pedagogical innovations, development of the concept of education and improvement of didactic and educational work in local governmental and non-governmental organisations.

Considering the values arising from the formulated mission, it is important to highlight the strategy of the joint model of the university, which assumes that the key areas for achieving the goals included in the mission of the pedagogical faculty and the resource-methodical faculty are: education, science, the surroundings of the faculty, the investment plan. In the field of education, the strategic goal is to support recruitment to all departments with constant changes in the programme and organisation of training at all levels of education offered at the faculty, to develop the principles, conditions and procedures of training obtained as a result of informal and formal education in the field of pedagogical competencies. In the field of science, the integrative model for faculty staff is conditioned by the opportunity to take a leading position in carrying out relevant initiatives in the country in the field of widely understood education and upbringing, and to strengthen its presence in national and international scientific life. In the aspect of the environment, the goal is to achieve a significant position of the department in the dissemination of scientific achievements of the faculty, and in the implementation of initiatives to popularise pedagogical knowledge among residents of the Republic of Kazakhstan [10]. The investment plan characterises the possibility to adapt the premises of the general education environment for the needs of the pedagogical department. The development of various forms of cooperation with the environment to obtain the best candidates for training consists in signing cooperation agreements with schools, organisations and businesses by diversifying channels for promoting educational programmes of the department.

The joint model of integrative and organisational activity of the pedagogical department and the resource and methodological centre of the university shows that the effective achievement of goals in the areas defined by the departmental strategy requires a number of actions. The most important are: ensuring the improvement of the quality of teaching at the faculty of pedagogy; making comprehensive decisions that ensure both a systematic assessment of the contribution of employees to providing the unit with a high scientific category in parametric assessment, and support for the scientific development of employees by providing funding from the funds received by the faculty for mandatory research; creating a chronicle of best practices, which will record the successes of the department's staff and the dissemination of knowledge to

popularise pedagogical decisions; adoption of an investment plan to improve the infrastructure of the faculty. The creation of organisational conditions, including by assigning tasks in this area to administrative employees, contributes to supporting the efforts of research and training staff in obtaining external funding for individually prepared research projects. On this basis, further measures will be developed to form a system of promotion in the public space, starting with the creation of a tab on the website, in which selected profiles of employees, doctoral students and students of the faculty will be presented. Organisational separation, considering the requirements of external factors, should be the result of considering the risks and consequences that this structure carries. At this stage, it is necessary to pay attention to individual components that need to remain in a functional relationship [11; 12].

The resource and methodological centre of the joint model of organisational activity performs tasks in the field of teacher training, paying special attention to methodological consulting. It organises a system of pedagogical counselling according to mutual agreements: between the authorities, governing structures and other organisations involved in education, including universities and research centres in the Republic of Kazakhstan, and socio-economic institutions. The centre pays special attention to supporting teachers in the field of modern information and communication methods and techniques used in the educational process, implementing its own educational initiatives for the development of the learning society. The peculiarity of the model makes allows solving problems in the field of dissemination, promotion, and popularisation of science, cooperating based on partnership with other institutions providing continuous training, pedagogical institutes, labour market institutions, universities, economic entities and local self-government units. If the marketing communication of a university department is evaluated by its authorities, it has a positive effect on all its activities: studies, scientific research, commercialisation of research or human resource management. It is only in very centralised universities that deans and directors of university departments cannot promote their own department on their own. Usually, the reason for inaction is mundane – the lack of funds for promotion at the faculty and university level.

From a strategic standpoint, the model of joint integrative and organisational activities of the pedagogical department and the resource and methodological centre of the university provides an exceptionally uniform community in which the brand of the entire university is promoted in compliance with the visual identification system. There is no risk that promotion decisions will be made spontaneously and not necessarily in accordance with different rules [13]. The university management easily learns about any marketing activity from the specialists of the university structures, so they do not need to divert their attention to the coordination of multi-threaded communication. Each organisational unit must consciously and methodically form its image in the environment. First of all, outside the organisation – to candidates for study, their parents, teachers, industry organisations, employers, potential commercialisation partners, the public. However, also within the organisation

– in relation to students, teachers, other organisational units, including the central administration and, of course, the rector. These are classic target groups of university activities, which should take care of university-wide communication without risking favouring one department. The organisation of such events in accordance with the methodology leads to their optimisation – increasing efficiency and reducing costs, both financial and working time of the department staff. The definition of target groups and goals fits perfectly into the scientific methodology, and the benefits of such an approach can be huge and long-term. Effective communication will lead to greater interest of the teaching areas at the faculty in relation to internal divisions within similar faculties of the same university.

Integrative and organisational activity of the pedagogical department and the resource and methodological centre of the university is an important element of the work of academic teachers working at the university [14]. The purpose of creating a joint model is to improve the forms of work with teachers, improve the quality of institutions, learning outcomes, and popularise the best universities, teachers, and pedagogical achievements. It seems necessary to take measures to popularise pedagogical education at the level of higher education corresponding to the stage and field of study. In addition, it is necessary to deploy systematic, meaningful and methodological support for teachers engaged in this type of activity. Socio-economic development both regionally and globally is increasingly dependent on knowledge, innovation, modern technology, and entrepreneurship. For this reason, the activities of the pedagogical department and the resource and methodological centre are beginning to play a new role in the socio-economic development of the university. It is expected that they would become centres of entrepreneurship, bringing together scientists, students, enterprises and other interested parties. In accordance with the guiding principles of the strategy for the development of forms of cooperation between academic centres and the economy, and intensive commercialisation, universities are considered as engines of scientific discoveries that form the basis for the development of innovation and technological progress [15].

In accordance with the expectations of the environment in which universities operate, and the growing competition on a national scale, higher education institutions are trying to develop a model of joint activity of the structures under consideration, which contributes, among other things, to the development of institutional forms of support for student-teacher relations, the organisational and legal form of knowledge transfer and new technologies, modern curricula that allow students to acquire entrepreneurial skills. The department of pedagogy is one of the leading national academic centres. It employs an active teaching staff who conducts qualitative research and teaching activities, systematically improves their qualifications and feels jointly responsible for the image, good condition and functioning of the faculty. Modified and updated educational programmes adapted to the needs of the labour market form the basis for the effective competition of graduates for jobs in accordance with their qualifications. The model of the department is characterised by high quality of training and constant cooperation with

employers, providing conditions for the accumulation of rich professional experience, it is attractive for both Kazakh and foreign students. The management of the department of pedagogy is responsible for the implementation of the mission and development strategy, ensuring a high level of education through strategic management. It forms the dynamics of scientific research, creating conditions for interdisciplinary and highly internationalised research.

The model of joint integrative and organisational activity of the pedagogical department and the resource and methodological centre of the university implements a process aimed at integrating the staff of the entire faculty, and cooperation with both research centres and socio-economic entities of the region [16]. It actively promotes the department, taking care of its good image. Academic teachers identify themselves with the mission and goals of the faculty, are actively engaged in scientific, didactic, and organisational activities, striving for a qualitative effect. They participate in research and teaching exchange programmes with Kazakh and foreign universities. Students of the faculty receive education in areas and specialities that correspond to their interests, acquire knowledge and competencies that ensure their competitiveness in the labour market. They have a wide range of individualisation of the educational process. They participate in the work to improve the quality of education at the faculty.

Graduates of the faculty have the knowledge and competencies necessary for professional and research activities. At the centre of the theoretical concepts and research programmes of the model is a person who needs support and assistance in overcoming various obstacles that hinder his growth and participation in the life of the social community. Concern for the full development of his humanity is the content of all theoretical and methodological searches and proposed didactic and educational solutions for the pedagogical discipline. The requirements imposed by the joint aspects of organisational activity on practitioners are the result of the diversity and complexity of socio-cultural and educational problems.

Aspects of the joint integrative and organisational activities of the pedagogical department and the resource and methodological centre of the university provide ample opportunities for integration activities, which is an excellent field for using appropriate opportunities. In turn, the capabilities can identify social groups whose interests may be related to the educational process, can analyse their relationships, areas of potential conflicts or cooperation. They understand that the revival is a reaction to the crisis in this area, but at the same time, it can be a commercial event that allows attracting funds from various sources and is often an impulse for broader investment activities. This is a skillful combination of many often opposing interests to achieve a generally accepted goal. The purpose of the association is to prepare for independent analytical work and creative activity in the field of the establishment of an urbanised environment and responsible space management, considering the conditions of the existing state of the individual needs of the university. Planning of national development in the context of sustainable territorial competitiveness of the university is

characterised by the process of adaptation to climate change, changing technical capabilities, and the principles of spatial order and complex processes of restoration of project preparation of spatial development approaches. Preparation of prognostic and research documents of a coordinating and strategic nature contributes to the implementation of a comprehensive spatial excellence policy at the regional and national levels [17; 18].

As part of the educational process, the model of joint integrative and organisational activities of the pedagogical department and the resource and methodological centre of the university has the opportunity to use modern didactic components that can participate in design practices of national and international scale. The intensification of international movements, increased mobility of employees in terms of geography and profession, and demographic changes are making the working environment more and more diverse. Therefore, the concepts of integration and diversity are becoming increasingly important among a wide range of stakeholders, from governmental and non-governmental organisations to business organisations. This is a socially integrating market where there is an offer for all people who want to work, regardless of age, qualifications or life situation in typically local sectors.

The purpose of the concepts is to encourage the creation of ways and individual approaches for people who want to enter the labour market so that everyone can receive adequate support in accessing good and sustainable employment. At the organisational level, the joint model plays a very important function for creating an atmosphere of equality, inclusion and diversity management of the pedagogical department as a whole, the role of which is crucial for the strategic goals of the university. Thus, its purpose is to present the importance of diversity management in the face of the challenges of the educational labour market.

Many components of the joint integrative and organisational activities of the pedagogical department and the resource and methodological centre of the university are implementing management strategies in the hope of reaping the benefits of an increasingly diverse workforce. However, this is a controversial issue in many universities, less studied and understood than other fields of activity [19]. There are many similar definitions that focus on various aspects of conscious activity undertaken by the university. Some of them emphasise the strategic importance that represents competitive advantage and the use of organisational innovation. Other definitions raise the aspect of the development of talents and various potentials – values, competencies, and experience brought by employees.

A practice that recognises the difference and the new importance that participants bring to the university in the process of creating a working environment that encourages the effective use of various potentials and skills is considered a necessary link for the exchange of different points of view and experience, since they contribute to making better decisions. The process of strengthening and ensuring the development of natural, individual and organisational needs can be achieved without harm to other centres. Basically, autonomous centres that encourage and involve employees in the implementation of a variety of initiatives and bottom-up actions, form an organisational

spirit that focuses on motivation and competencies, acceptance of aspirations for independence.

Integrative organisational activity consists of values, principles, norms, habits, beliefs, verbal and nonverbal messages, symbols and well-known ways of thinking and acting that are ubiquitous in the activities of the university. It has a fundamental impact on the processes carried out inside the institution, on the degree of identification of resources and on the integration processes taking place in it. A high degree of integration, in turn, directly affects the commitment and effectiveness of employee teams. The key here is that employees perceive as a common denominator the part that unites workers and forms a sense of organisational identity. Globalisation of economic activity, demographic and technological changes, and increased international mobility are a key contribution to an effective model of joint integrative and organisational activities of the pedagogical department and the resource and methodological centre of the University, which, in turn, provides a high degree of guarantee of strengthening academic self-government. The conventional way of university activity is combined with a modern flexible process approach. Within one department, the concept of a process approach to management is implemented, which represents the identified processes of the current structure of the unit and management personnel. As a result, a process structure is created, which, coexisting with a formal organisational structure, allows for more efficient management of identified processes [20; 21].

The organisational structure is the main tool of the model of joint integrative and organisational activity of the pedagogical department and the resource and methodological centre of the university. Within the framework of their functions, departments and institutes control the main processes that work there: the introduction of science, education and the conduct of widely understood commercial activities. Consideration of the process approach as a method of optimising activities by separating processes, rather than functions, allows identifying aspects in the analysed area that do not reflect the organisational scheme, but combine working moments into one process, resources, activities and responsibilities. Each of these elements is carried out simultaneously throughout the pedagogical department, establishing direct supervision in the areas of implementation of processes that should set operational goals and, therefore, ensure compliance with their implementation.

The process is the highest element of the faculty in comparison with the initially functioning organisational structure. As for the management of infrastructure resources, the process is coordinated by area with the department in which it is carried out and represents an orderly flow and control of completed tasks. The establishment of the structure entails the need to identify resources and their purpose, which is an important element of overseeing the right course of action and ensuring responsibility for eliminating or taking corrective actions. This means that the process display does not reflect the functional structure, so it is necessary to develop a structural solution within the department that meets the requirements of the process approach. Hence, there is an internal need to create an informal structure at the

pedagogical faculty, which will be a kind of mapping of processes.

At the pedagogical department, the processes of integrative and organisational orientation detail each of them in the form of a process map. The implementation of education, scientific or commercial activities is carried out in the areas managed by the managers of this block. The faculty's decisions presuppose the formal coexistence of the organisational structure with the created process architecture as an additional regulation. This is necessary to control the technological process, for example, if it is necessary to establish supervision, monitoring, or verification of the relevant processes. Implementation of management through processes considered for the university is a measurement of rationalisation and optimisation of activities.

The model and organisational structure in university management from the standpoint of efficiency and effectiveness in financial terms ensures compliance with work processes, and a look at the basic organisational unit of the university through their prism shows that this approach does not go hand in hand with the current organisational structure. Process owners are not formal managers who implement tasks, but act as managers of functions, which, in turn, control actions. This discrepancy between the structure and the identified processes occurs as a relatively formal organisational system of management personnel. To get real benefits from the implementation of this model, it is necessary to ensure an efficient working process, the real obstacle of which is the belonging of the process owners to the structures of the department that are incompatible with them.

Conclusions

Thus, the model of joint integrative and organisational activity of the pedagogical department and the resource and methodological centre of the university should be considered with additional attention to the level of maturity of the processes in the institution. If a higher education institution is characterised by a low level of process thinking and a zero level of maturity, there may be no need to redo the conventional hierarchical organisational structure of processes. Consequently, there is a need for in-depth research in this area in relation to higher education to confirm or refute the thesis that the transformation of organisational structures is justified. The main condition for the smooth functioning of any university is to maintain financial liquidity, which additionally requires capital management. The development strategies of each university, both in terms of infrastructure and in terms of quality education and research, especially in the field of technology transfer, should be based on an analysis of the resources and capabilities of the university. This means, on the one hand, the need for current activities to fully comply with development projects, and, on the other hand, the need for internal management planning on a multi-year basis.

The integration process is becoming a reality for the Republic of Kazakhstan, and the widespread importance of education is considered particularly relevant for the development of society. The central role of the model of joint integrative and organisational activity of the pedagogical department and the resource and methodological centre of the university in the development

of the cultural dimension accepts modern challenges and undertakes to be a key component in the creation of the higher education space. This is very important, given that the autonomy of universities ensures the constant adaptation of organisational activities to the changing needs, demands of society and the development of scientific knowledge. The conclusions of the joint activity model are aimed at creating a university that will be the most competitive and based on a strategy of sustainable growth with an increase in the number of jobs of better

quality and greater social cohesion, which calls for further actions and closer cooperation of the relevant centres.

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Conflict of Interest

None.

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Модель спільної інтегративно-організаційної діяльності педагогічного відділу та університетського ресурсно-методичного центру

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Анотація

Актуальність. Актуальність дослідження зумовлена тим, що загальна логіка побудови моделі управління університетом відповідно до багаторічної практики різних інституцій базується на умовах ринкової економіки, громадянського суспільства, демократичних і політичних систем. Вона визначає інтегративний спосіб мислення про культурні та соціальні функції університетів.

Мета. Метою дослідження є розгляд моделі спільної інтегративно-організаційної діяльності педагогічного відділу та ресурсно-методичного центру університету.

Методологія. У дослідженні використано інституційний, процесний та сценарний підходи для вивчення спільної діяльності педагогічного факультету та університетського ресурсно-методичного центру.

Результати. Модель спільної інтегративної та організаційної діяльності педагогічного відділу та ресурсно-методичного центру університету спрямована на підвищення якості викладання, підтримку наукових розробок та поширення педагогічних знань. Ця модель наголошує на стратегічному управлінні, міждисциплінарних дослідженнях та співпраці як з академічними, так і з соціально-економічними партнерами. Вона сприяє інтеграції професорсько-викладацького складу, надає можливості для розвитку студентів та підвищує конкурентоспроможність випускників на ринку праці.

Висновки. Спільна модель педагогічного департаменту та університетського ресурсного центру сприяє створенню конкурентоспроможної, адаптивної установи, що реагує на суспільні та наукові зміни. Такий підхід підкреслює роль освіти в суспільному розвитку і виступає за посилення співпраці задля покращення академічної якості та інтеграції суспільства.

Ключові слова: університети; вища освіта; стратегії; концепції, інтеграція.