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Theoretical foundations of developing school management skills of future teachers: Global trends and analysis of training in the education system of Kazakhstan

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Abstract

Relevance. The relevance of this study is due to the rapid changes in the educational environment caused by the development of information technologies and the increasing socio-cultural diversity of school communities.

Purpose. The purpose of this study was to identify the best methods of developing school management skills of future teachers in the face of contemporary challenges and changes.

Methodology. The study employed systematic approach and methods of analysis, comparison, synthesis, deduction, induction, and classification.

Results. A comprehensive review of the education system in Kazakhstan was undertaken, including the changes brought to the system within the framework of the renewed content of education. The analysis of the statistics of students enrolled in pedagogical specialties revealed a steady interest in pedagogical sciences, as the number of enrolments for the decade increased by 45%. The dynamics of the number of general-education schoolteachers revealed in the study also suggested that the demand for representatives of this profession is steadily growing. As a result of investigating the practices of training future teachers for school management in educational leader countries, the unique characteristics of each training system were revealed.

Conclusions. Based on the findings of this study, concrete teaching methods and techniques were presented to develop effective communication and cooperation skills in different educational and social contexts to effectively prepare future teachers for school management. Furthermore, it was substantiated that the specificity of school management training consists in mastering modern educational technologies, analysing data, and applying effective assessment strategies, which ensures readiness for prompt response to changes in the educational system and introduction of innovations in pedagogical practice.

Keywords: professional competences; leadership; pedagogical training; modernisation of training; international practices.

Introduction

In today's world, education systems are striving to develop and apply effective methods of training teaching staff

capable of not only providing quality instruction but also of successfully managing educational institutions. The relevance of this study is conditioned by the rapid changes

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in the requirements for professional competences of future secondary school managers among teachers, as well as by social and technological changes.

In the context of changes in technology and social structures, education has become the foundation for the transformation of modern society. Modern teachers are challenged to utilise advanced teaching methods and innovative technologies [1]. They are also responsible for developing the leadership skills needed to successfully lead educational institutions. Insufficient training in this context can lead to ineffective management of educational institutions, lower quality of education, and insufficient compliance with the requirements of modern society. Global trends in education and reforms introduced in the education system of Kazakhstan within the framework of the Decree of the President of the Republic of Kazakhstan No. 1118 “State Programme of Education Development in the Republic of Kazakhstan for 2011-2020” [2] and the Decree of the President of the Republic of Kazakhstan No. 205 “On approval of the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019” [3] can positively influence the development of management skills in future teachers. However, it is also important to consider the emerging technological innovations and socio-cultural changes that may affect the requirements for teachers and their management skills.

Y. Sarmurzin et al. [4] investigated the professional development of school principals in Kazakhstan. The study found that development programmes do not always meet the needs of directors and rarely address their specific concerns. Researchers concluded that for successful professional development of school principals it is important to accommodate their individual needs and provide opportunities for learning and growth, as well as to create conditions for exchange of practices and cooperation between colleagues. G. Qanay and D. Frost [5] evaluated teacher leadership programmes in Kazakhstan and their impact on professional development and quality of education. The authors analysed the methods and approaches used in such programmes and found that they strengthen teachers’ professional competencies, motivation, and teaching effectiveness as an essential mechanism for improving the quality of education and strengthening the professional community of teachers. G. Qanay et al. [6] also evaluated the effectiveness of programmes and practices aimed at teacher leadership development in Kazakh schools and concluded that for such development to be effective, more attention should be paid to supporting and accompanying programme participants, as well as creating conditions for sharing experiences and collaboration among teachers.

B. Omarov et al. [7] studied various innovative approaches applied in the management of educational institutions and found that innovative approaches allow institutions to improve management efficiency and satisfaction of all stakeholders, as well as to be more flexible, adaptive, and successfully cope with the challenges facing education today. S. Omirbayev et al. [8] found that the system of quality assurance of higher education in Kazakhstan has a sufficient degree of comprehensiveness and consideration of various aspects of the educational process, but there are some problems in the

implementation and effectiveness of the use of tools and regulatory mechanisms such as assessment and quality control of education, as well as improving the accreditation procedures and attestation of educational institutions.

Thus, previous studies have covered such aspects of the problem of teacher leadership as improving the competences of already practising specialists, as well as the issues of modernising the management and control of teaching. However, the aspect of preparing students of pedagogical specialities for school management has not been covered. This purpose of this study was to find effective strategies for developing students’ school management skills in the light of global trends and international practices.

Materials and Methods

The method of analysis was used to investigate the current state of the teacher training system in Kazakhstan in detail. A thorough analysis of the updated educational content programmes was conducted, including their compliance with modern requirements and their effectiveness in developing school management skills in future educators, which made it possible to pinpoint strengths and identify areas that require greater attention [2; 3]. Applying the analysis in this context provided guidance for the development of recommendations for improving teacher education programmes and adapting them to modern educational challenges. The process of students’ enrolment in pedagogical specialities and changes in the number of teachers in general education schools over the recent years were also analysed.

To comprehensively investigate and comprehend the processes of developing school management skills of future teachers in Kazakhstan, the study employed a systemic approach. The application of this approach helped to consider the interrelationships between various aspects of the educational system, such as the structure of training, human resources, changes in the enrolment of students in pedagogical specialities, as well as the dynamics of the number of teachers in general education schools. This allowed identifying patterns and trends relevant for the effective training of future teachers to manage school processes. While studying the interaction between the components of the educational system, the key factors influencing the development of school management skills of future teachers were identified. Furthermore, the systemic approach helped to identify successful practices and weaknesses in the teacher education system, which was a major step towards developing recommendations for improving the preparation of future teachers for school management to create a more effective strategy for preparing future educators.

The comparison method was used to contrast teacher training systems in Kazakhstan, the USA [9], China [10], and the UK [11]. The main principles, methods, and approaches used in these countries to develop school management skills in future teachers were reviewed. The classification method was applied to systematise the findings and identify the main categories and groups in the context of teacher training for school management. It was used to classify various aspects of teacher training such as curriculum, teaching methods, forms of assessment, to

identify their influence on teachers' school management skills.

The combination of deduction and induction methods allowed for more accurate and tailored recommendations for improving teacher education in the Kazakhstan context. These methods were used to identify key patterns and regularities in the development of teacher professional competencies in relation to preparation for school management. The deduction method was used to investigate data on enrolment in pedagogical specialities, the dynamics of the number of teachers in general education schools, and the structure of the educational system in Kazakhstan. The method of induction was used to formulate concrete proposals, while the method of synthesis was used to combine the findings and identify the most effective methods of developing school management skills in future teachers. Using the synthesis method, all the data obtained during the study were combined, and the strategy of teacher training was defined, considering the specifics of the Kazakh education system and global trends.

Results

Teacher training for school management in Kazakhstan

Considering the structural changes in society, modern teachers must have not only strong professional skills, but also the ability to effectively manage the learning process and the educational environment overall. Kazakhstan introduced the Decree of the President of the Republic of Kazakhstan No. 1118 "State Programme of Education Development in the Republic of Kazakhstan for 2011-2020" [2], which included many initiatives and activities to improve the quality of education in the country. The programme objectives included improving the competitiveness of education and human capital, improving financing, strengthening human resource capacity, introducing corporate governance, and forming public-private partnerships. The programme was focused on achieving high-quality education, meeting the needs of the labour market, developing human capital, and activating the civic engagement of young people in the

country. To implement the programme effectively, it also included professional development for the heads of educational organisations and provision of management development for managers. In turn, the objectives of the Decree of the President of the Republic of Kazakhstan No. 205 "On Approval of the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019" [3] included improving the quality of teaching staff, updating the content of education, raising the prestige of the teaching profession, improving management and monitoring of development at various educational levels, as well as strengthening spiritual and moral values and the integration of education, science and innovation for the sustainable development of the country.

The system of training of future teachers introduced within the framework of the programme of renewed educational content is aimed at developing modern approaches to education and leadership in the educational environment. It is targeted at developing not only a strong professional level in future teachers, but also the ability to effectively manage the learning process and the educational environment in general. The training should provide students not only with theoretical knowledge but also with the practical skills necessary for successful teaching and school management. Therewith, special attention is paid to the development of leadership skills in future teachers, including effective communication, team management and interaction with various participants in the educational process. Another major aspect of teacher training in Kazakhstan is the introduction of innovations into the teaching process and management activities. Students gain experience with new technologies, methods, and pedagogical approaches, which contributes to the development of flexibility of thinking and readiness to adapt to the changing requirements of the educational environment, thereby forming an integrated approach adapted to modern challenges and requirements.

The data presented in Figure 1 on the dynamics of enrolment in pedagogical specialities in Kazakhstan over the last decade showed that the total number of enrolments has been steadily increasing, and the general interest in pedagogical specialities has been maintained.

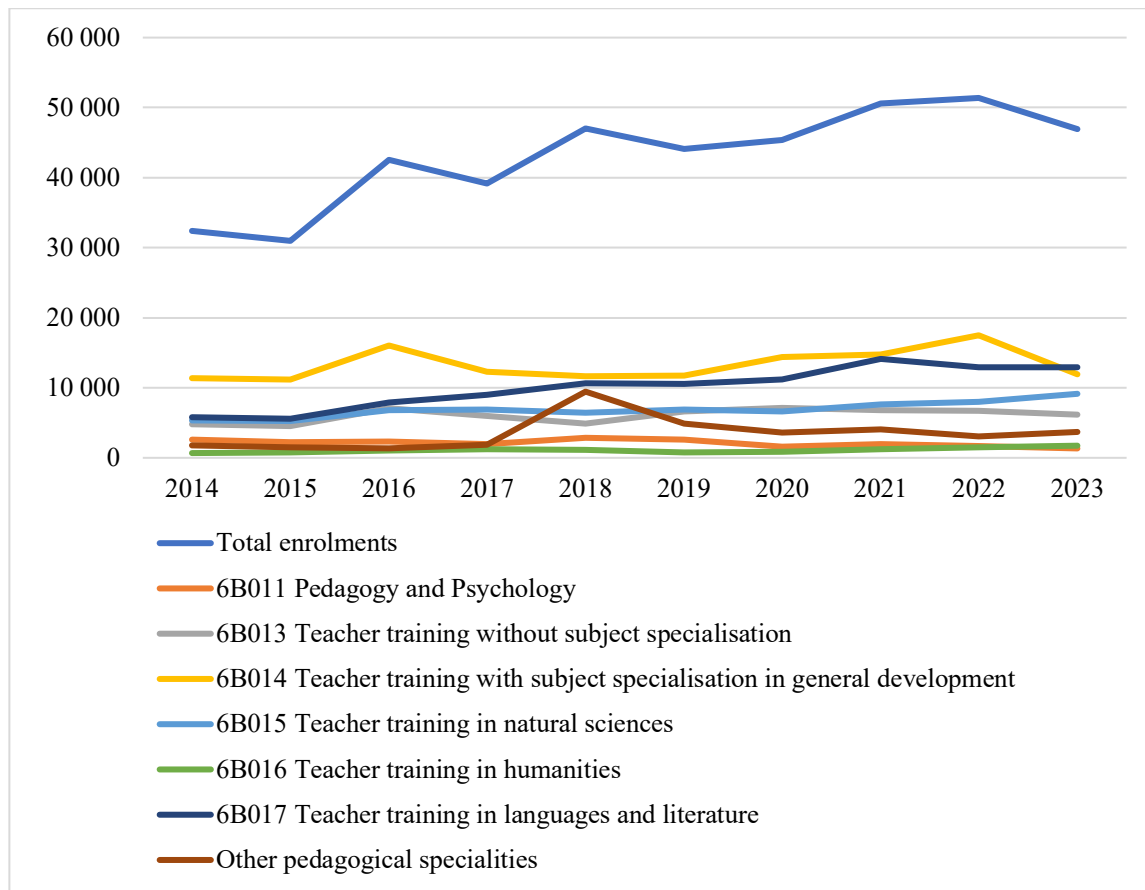
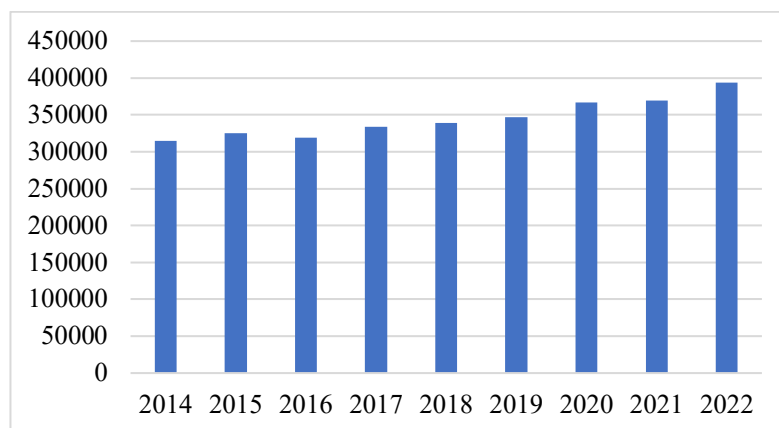


Figure 1. Number of enrolments in pedagogical specialties

Source: compiled by the authors of this study based on [12].

In 2018, there was a sharp increase in the number of students who entered other pedagogical specialties, which may be related to the influence of educational and

sociocultural factors on the choice of specialisation of future teachers. Data on the number of general-education schoolteachers are presented in Figure 2.



Source: compiled by the authors of this study based on [13].

The number of teachers in general education schools has been growing steadily, showing a steady positive trend: from 2014 to 2022, the number of teachers increased by 79,200, representing an increase of 25%. On the other hand, enrolment in teaching specialties showed more variable

dynamics. For instance, one can note spikes in 2016 and 2018, and then declines in enrolments in subsequent years.

Proceeding from the considered data on the dynamics of students' enrolment in pedagogical specialties over the last decade and on the number of teachers in general education schools of Kazakhstan, one can observe a trend

of increasing interest in the teaching profession. Supported by a steady increase in the number of enrolments, this trend testifies to the increased significance of pedagogical activity in modern society, while the issue of developing school management skills in future teachers becomes all the more important in the context of the increasing number of applicants for this profession.

Considering the initiatives to update the content of education, the introduction of innovative teaching methods and the cultivation of leadership qualities in professional training can become key factors contributing to the development of not only high-quality pedagogical skills, but also managerial competence in future teachers. This integrated approach can effectively respond to the growing demand for qualified teachers who can successfully manage educational processes in the conditions of modern educational space.

Review of systems for preparing future teachers for school management in leading countries in the education sector

In the USA, the system for preparing future teachers for school leadership largely reflects the demand for a diverse, hybrid professional development characterised by support for leadership and integration of innovation into the educational process [14; 15]. One of the key characteristics of the American system is a commitment to developing the leadership skills of future teachers. The training programmes are aimed at developing skills in effective communication, team and student management, and interaction with various stakeholders in education.

The training focuses not only on pedagogical aspects but also on leadership in the context of managing the school environment. An essential element of teacher training in the United States is the introduction of innovations into the teaching process and management practices. Future teachers gain experience with new technologies, methods and pedagogical approaches, which contributes to the development of flexible thinking and readiness to adapt to the ever-changing requirements of the educational environment. Training programmes also pay attention to the social competence of future teachers: students are trained to interact with students' parents, the community, and other participants in the educational process. This component is important in the context of school management, as it includes the creation of positive relationships within the educational community. The hybrid approach to learning in the US involves not only conventional teaching methods, but also practical scenarios, simulations, and collaboration with real schools. It creates an opportunity for future teachers not only to grasp theoretical knowledge, but also to apply it in real-life situations, which complements their preparation for school management in a dynamic educational environment.

In China, the system of preparing future teachers for school management has its own characteristics, reflecting the national approach to education and leadership in the school environment, and incorporates cultural and traditional values inherent in the country's educational system [16-18]. Future teachers not only explore teaching methods, but also learn how to interact with students, parents and colleagues, respecting local social relations and values. The training of future teachers is oriented

towards the development of digital literacy. In the conditions of rapid technological development, much attention is paid to the use of modern educational technologies, the introduction of digital resources and distance learning methods. All this is designed to ensure not only quality learning, but also the development of competences necessary to manage the school process using innovative technologies.

The training programmes also include training in educational resource management strategies, requiring students to master techniques for the effective allocation of time and material/human resources in the context of school management. An important aspect of preparation for school management in China is the development of interpersonal communication and leadership skills. The training includes working with the team, establishing teamwork, as well as mastering methods of conflict resolution and constructive dialogue with all participants in the educational process. Thus, China's teacher education system strives to combine traditional values with innovative methods, forging a comprehensive approach to preparing future leaders in education.

In the UK, the system of preparing future teachers for school management is characterised by its long history, tradition, and a modern outlook on education [19]. Teacher training in the UK encompasses a variety of aspects, from academic knowledge and practical skills to leadership development. Future teachers gain fundamental knowledge of pedagogy, psychology of learning and subject matter disciplines, which provides them with a foundation for effective teaching. The UK teacher training system also pays considerable attention to the development of leadership competencies: training programmes develop students' skills in management, decision-making, and educational process organisation. Another major aspect is the practical component of training: future teachers undertake internships in schools, which enables them to apply what they have learnt in practice. At the same time, it helps them to understand the dynamics of the school environment and the specific features of educational process management in real-life conditions. In recent decades, the UK has also actively embraced modern teaching methods, including digital technology and online resources [20]. This area of training provides future teachers with not only conventional but also innovative tools for effective management of the school process. The UK teacher training system endeavours to strike a balance between conventional and modern methods, ensuring that graduates are successful and adapted to the modern challenges of education.

In a global context, the development of school management skills in future teachers substantially affects educational systems considering the changing demands and challenges in modern society [21]. One notable trend is the increased emphasis on leadership and interpersonal skills development in the context of educational management. Due to the dynamism of the socio-cultural environment and technological advancement, future teachers should be prepared to build a positive image of the school, interact with colleagues, parents and the public, which reflects the need for teacher-leaders capable of uniting the efforts of all participants in the educational process. A principal element is future teachers'

understanding of global and local educational trends and their integration into school practice. Students are trained to analyse and apply advanced educational methodologies, technologies, and innovative management approaches, develop flexibility of thinking and readiness for continuous learning to respond to changes in the educational environment effectively. Global trends reflect the desire for inclusive learning environments where teachers are prepared to accommodate the diversity of learners' needs, are equipped with the skills to differentiate their teaching, can easily adapt to a variety of learning styles and are attentive to the individual features of each learner.

Recommendations for improving the preparation of future teachers for school management

Preparing future teachers for school management is a complex and multifaceted process involving several key aspects. One of the major features is the aspiration to shape not only pedagogical skills in future teachers, but also leadership qualities necessary for effective management of an educational institution. An essential part of this training is the incorporation of theoretical knowledge into practice. The preparation of future teachers for school management is based on various theoretical foundations that include a combination of pedagogical and managerial concepts. As a result of studying these concepts, students should recognise their key role in the management of educational institutions, the value of leadership and professional development, and gain skills in the effective resource management and planning of the educational process, including goal setting and assessment of educational outcomes. While studying modern teaching methods, students should not only acquire the theoretical foundations of management in education, but also the opportunity to apply them in real educational scenarios through internships, teaching practice, and project work, which will enable future teachers to put management principles into practice. The training should also include the exploration of regulations and strategies oriented towards modern challenges in the education system.

The study and practice of interpersonal communication techniques is necessary to prepare students for the role of leader and manager of an educational institution. The training programme should include active listening skills, the ability to express thoughts and ideas clearly and concisely, and to take part in dialogues and discussions effectively. Future teachers should be skilled in conflict resolution methods and have the ability to build constructive teamwork through compromise techniques, to find common ground, and to resolve disagreements. In learning how to effectively interact with students' parents, students should acquire skills in public speaking, parent-teacher meetings, and interaction through electronic and other communication tools. Learning these skills enables future teachers to build trusting relationships with parents and promote a positive educational environment. Interaction with the public is also an essential aspect of social competence. Students must be skilled at engaging the local community in educational initiatives and know how to interact with local organisations and businesses, which includes the ability to organise events, raise awareness of school projects, and create partnerships with external stakeholders [22].

The preparation of teachers for school management lies in developing their ability to adapt to constant changes in education and to successfully implement innovations in management practice. One of the key aspects of this process is mastering modern technology, data analysis, and effective strategies for assessing and monitoring educational outcomes. To integrate educational technology into school management, future teachers are known to require training in the use of digital tools, online resources and platforms to organise the learning process to interact with students and parents [23]. All this is necessary to develop competences for the effective use of information and communication technologies in management activities. Data analysis in today's world is becoming a crucial element in preparing teachers for school management. To develop data analysis skills, students should explore methods of collecting, processing, and interpreting educational data to inform management decisions and master the analytics tools necessary to evaluate the effectiveness of educational programmes, teaching methods, and school initiatives. Introducing effective strategies for assessing and monitoring educational outcomes involves developing skills to create systematic approaches to assessing students' learning achievements, including training in formative and summative assessment methods, creating a feedback system for students and their parents, and being able to use the data to adjust the learning process.

Discussion

The study found that the system of training future teachers in Kazakhstan is undergoing considerable changes triggered by programmes of updated educational content. A stable growth of interest in the teaching profession and an increase in the number of teachers in general education schools in Kazakhstan was shown, which suggests a growing demand for qualified teachers in the country. A range of key aspects in developing school management skills of future teachers in the context of current global trends was also identified. Based on the analysis of teacher training systems in Kazakhstan, the USA, China, and the UK, the study covered the theoretical foundations of the management skills development process and provided recommendations. An integrated approach to student learning, accommodating the current requirements of society and technological changes, is key to the training of comprehensively developed specialists. Furthermore, the need for active implementation of innovative methods and support from the state to develop leadership and management skills of future teachers was identified.

M. Çetin and I. Karsantik [24] examined the current challenges and opportunities facing school leaders in the digital age. The study found that school leadership in the modern era requires fresh approaches and competences to adapt to the rapidly changing educational environment effectively, and the role of leaders in managing change, integrating technology, and creating an innovative environment in educational institutions is key. In the conducted study, the aspect of preparing students for the role of a supervisor was considered, however, the motivation for change in the educational system covered by the researchers adds significantly to the overall picture. The findings of the reviewed study also showed that

successful school leaders need to possess not only conventional management skills, but also a strong understanding of digital technologies, the ability to drive innovation, and develop digital literacy amongst staff and students. Since the materials of the reviewed study were aimed not at training students, but at developing competences of already practising teachers – the results of the work may stimulate reflection on possible weak points in teacher training. However, this study provided recommendations for developing students' digital literacy, which, according to the researchers, is a valuable skill for effective management of an educational institution.

S. McLeod and S. Dulskey [25] examined the leadership role of school managers in the early months of the COVID-19 pandemic and analysed various aspects of their performance in the new environment, including crisis management strategies, methods of communication and coordination, and measures to support teaching and administrative staff. As school leaders had to quickly reorient themselves to the new conditions, including the transition to distance learning and school management through virtual platforms, key factors for successful school leadership in the pandemic included flexibility, communication skills, ability to make decisions under uncertainty, as well as emotional stability and team support. The study analysed the system of training of future teachers in the context of modern requirements and challenges in the education system of Kazakhstan and identified the importance of effective training of future teachers in school management, including the role of programmes of updated educational content and global trends in education. The proposed methods were aimed at ensuring the sustainability of all elements of the educational system in the context of new, post-COVID-19 reality, and using innovation to ensure the continuity of the educational process.

M. Mincu [26] focused on exploring the role of school leadership in educational transformation. The study found that leadership in schools is a key factor in bringing about qualitative change in the educational sector. Educational leaders play a central role in creating and sustaining an innovative environment that fosters the development and implementation of innovative approaches to learning. The findings of the study revealed that effective school leadership can lead to systemic and transformational change that cannot be achieved solely at the level of individual teachers. However, the review of global trends in preparing future teachers for school leadership conducted in this study found that implementing innovations in the educational system requires the involvement and agreement of many decision-makers, including governmental organisations. For instance, the renewal of the content of education in Kazakhstan involved many fundamental systemic changes requiring revisions of curricula and funding. However, it is worth remembering that the achievement of quality and equitable schooling requires recognition of the role of leaders in delivering it and recognition that leadership is fundamentally tied to organised activity and collective vision, not mere management, as it is a quality of organisation and not just an attribute of positioning.

C.M. Cornito [27] examined the problem of managing a school to achieve optimised efficiency by maintaining a

balance between centralised and decentralised decision-making. Centralised management ensures standardisation and consistency, while decentralised management facilitates adaptation to local conditions and needs, which confirms the relevance of finding an adequate balance between these two to improve educational outcomes. The findings of the study showed that school management based on a balance between centralisation and decentralisation promotes more flexible and effective decision-making, which positively affects the quality of education. Successful implementation of management practices at the school level requires relevant skills of the administration and teaching staff. Thus, such aspect of the educational system as its effectiveness also depends on the quality of future teachers' preparation for school management, which confirms the relevance of the subject under study for the entire education system.

I. Rusnati et al. [28] aimed to describe and analyse existing school management systems, including digitalised management systems. The researchers analysed the advantages and disadvantages of existing school management systems and found that many of them have limited functionality and do not always meet the needs of modern educational institutions. The results of the study showed that a digitalised school management system has a range of considerable advantages over conventional approaches. Specifically, it provides more effective learning management, improves accessibility of information for students, parents, and teachers, and enhances analytics and reporting. The information disclosed in the current study on how education systems in Kazakhstan, USA, China and the UK prepare future teachers for school management in the context of modern challenges includes the issues of adaptation to technological changes, changes in social expectations and teaching methods, which complements the findings of the researchers with information about the training of personnel for effective management in educational institutions.

T. Karakose and T. Tulubas [29] found that the use of artificial intelligence in education provides new opportunities for optimising management processes and improving the quality of education. The introduction of artificial intelligence technologies in school management is designed to automate routine tasks, process large amounts of data, and predict trends, which contributes to more informed and effective management decisions. It was found that successful use of artificial intelligence in school management requires not only technical competences, but also the ability of leaders to adapt to changes and innovations in the educational sphere. Thus, the reviewed study confirms the need to develop professional management and leadership skills considering the opportunities offered by these new technologies. The study identified digital literacy of future teachers as one of the key skills required for successful work in the modern world. The technologisation of school management and learning offers prospects for improving the quality of education, individualising learning and creating more flexible and adaptive education systems.

The reviewed studies covered vital aspects of the problem of school leadership and management of educational institutions. The authors of the studies agreed

on the significance of developing leadership skills in teachers as well as modernising the school management process. Therewith, the role of the manager in introducing innovations in the educational process is still somewhat limited, which, however, is not necessarily a bad or good phenomenon, but indicates an opportunity for leaders to initiate debates on global changes in education.

Conclusions

The conducted study on the development of school management skills of future teachers found that the system of student education in Kazakhstan is undergoing substantial changes, reflected in the dynamics of enrolment in pedagogical specialities over the last decade. The statistics presented in this study demonstrated not only a steady increase in interest in the teaching profession, but also a stable growth in the number of teachers in general education schools in Kazakhstan, which suggests a steady increase in the number of jobs and points to the significance of the teacher's role in the development of the educational environment and in the management of school processes. Notably, the study of data on students enrolled in pedagogical specialities revealed students' interest in different areas of teacher education, which may be indicative of a growing diversity of professional interests and orientations.

The findings of the study demonstrated that modern requirements to the educational system necessitate active introduction of innovations in teacher training. In this context, modern leadership and instructional management theories have become important, the application of which

can effectively influence the development of future teachers' management skills. The US, Chinese, and UK teacher education systems reviewed in this study demonstrated the diversity of approaches to developing school management skills: the US system focuses on the development of leadership skills and the ability to adapt to changes in the educational environment, the Chinese teacher education system pays due attention to the use of modern technologies and effective strategies for managing the educational process, while the UK system focuses on the development of pedagogical skills and the ability to adapt to changes in the educational environment. All the teacher education systems reviewed seek to develop a set of skills necessary for the successful management of school processes in a modern educational setting and in response to local requirements.

Further research is recommended to investigate the introduction of innovative educational methods and technologies in the system of training future teachers in the context of leadership and management skills development, which in the future will create the necessary tools for successful management of educational institutions.

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Conflict of Interest

None.

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Теоретичні засади розвитку навичок шкільного менеджменту у майбутніх учителів: Світові тенденції та аналіз підготовки в системі освіти Казахстану

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Анотація

Актуальність. Актуальність цього дослідження зумовлена швидкими змінами в освітньому середовищі, спричиненими розвитком інформаційних технологій та зростанням соціокультурного розмаїття шкільних спільнот.

Мета. Метою цього дослідження було визначити найкращі методи розвитку навичок шкільного менеджменту у майбутніх учителів в умовах сучасних викликів та змін.

Методологія. У дослідженні використано системний підхід та методи аналізу, порівняння, синтезу, дедукції, індукції та класифікації.

Результати. Проведено комплексний огляд системи освіти в Казахстані, включаючи зміни, внесені в систему в рамках оновленого змісту освіти. Аналіз статистики студентів, які навчаються на педагогічних спеціальностях, виявив стійкий інтерес до педагогічних наук, оскільки кількість вступників за десятиліття збільшилася на 45%. Динаміка кількості вчителів загальноосвітніх шкіл, виявлена в ході дослідження, також свідчить про те, що попит на представників цієї професії стабільно зростає. У результаті дослідження практик підготовки майбутніх учителів до шкільного управління в країнах-лідерах освіти було виявлено унікальні характеристики кожної системи підготовки.

Висновки. На основі результатів цього дослідження було представлено конкретні методи та прийоми викладання, спрямовані на розвиток навичок ефективної комунікації та співпраці в різних освітніх та соціальних контекстах для ефективної підготовки майбутніх учителів до управління школою. Крім того, було обґрунтовано, що специфіка підготовки до управління школою полягає в оволодінні сучасними освітніми технологіями, аналізі даних та застосуванні ефективних стратегій оцінювання, що забезпечує готовність до швидкого реагування на зміни в освітній системі та впровадження інновацій у педагогічну практику.

Ключові слова: професійні компетенції; лідерство; педагогічна підготовка; модернізація підготовки; міжнародні практики.