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The impact of success factors on the strategic management in an educational complex

Научные основы развития стратегии менеджмента социально-педагогического образования

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Abstract

The most important topics that have attracted attention in recent decades have been changes and transformations in education. The purpose of this study is an analytical analysis of the factors of strategic management in the field of education in the Customs Union countries, using the example of Russia and Kazakhstan. Over the past two decades, the education system of the Customs Union countries has been reorganized from education management to strategic management that focuses on the future. The authors prove that an integrated and dynamic global market in the context of a pandemic is transforming the field of education. The article analyzes the interacting elements of the educational system, since they have a cumulative effect. The work has the character of a description, the methodological aspects of the study are determined by the aspects of institutional trust in social institutions, social management, the relevance and importance of institutional trust for the effective functioning of the social institution of education, the factors that significantly affect the formation of institutional trust are considered. The authors propose to consider strategic management as the driving

Аннотация

Наиболее важными темами, которые привлекли к себе внимание в последние десятилетия, стали изменения и преобразования в образовании. Цель данного исследования есть аналитический анализ факторов стратегического управления в сфере образования в странах Таможенного Союза, на примере России и Казахстана. За последние два десятилетия система образования стран Таможенного союза была реорганизована от управления образованием к стратегическому управлению, которое нацелено на будущее. Работа имеет характер описания, методологические аспекты исследования обусловлены аспектами институционального доверия в социальных институтах, социальном управлении, исследована актуальность и значение институционального доверия для эффективного функционирования социального института образования, рассмотрены факторы, существенно влияющие на формирование институционального доверия. Авторы доказывают, что интегрированный и динамичный глобальный рынок в условиях пандемии трансформирует сферу образования. Статья анализирует взаимодействующие

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force of innovative programs in education with an emphasis on human resources. The authors prove on extensive material that strategic management reduces the risks of educational organizations and transforms them into new fields of opportunities.

Keywords: strategic management, strategic planning, educational complex, effective transformation management, organizational success factors.

Introduction

The turn of the XX-XXI centuries was a turning point for both Russia and Kazakhstan, as it coincided with a serious transformation of the entire society, the reform of the political, economic and social spheres in both countries, which could not but affect the restructuring of education systems. In this regard, the authors consider the scientific evidence of world experience, their own management developments of the Customs Union countries in the context of bilateral cooperation in the educational sphere. This, on the one hand, makes it possible to preserve and multiply those competitive advantages that were embedded in the education systems of the former Soviet republics. On the other hand, this approach allows us to modernize this sphere and increase the competitiveness of the Commonwealth countries on the world stage.

Management in education is a set of methods, principles, and techniques of management, which is responsible for the high efficiency of the educational process.

It is also possible to formulate the main features of management in education (Klochkova et al, 2019):

- the ability to transition to building relationships to a style that takes into account the personal qualities of employees and a deeper approach to educational activities aimed at achieving the most effective results;
- ensuring a comfortable psychological and pedagogical climate in the team (among teachers and students).

элементы образовательной системы, поскольку они обладают кумулятивным эффектом. Авторы предлагают рассматривать стратегический менеджмент как движущую силу инновационных программ в образовании с акцентом на человеческие ресурсы. Авторы доказывают на обширном материале, что стратегическое управление снижает риски образовательных организаций и трансформирует их в новые поля возможностей.

Ключевые слова: стратегическое управление, стратегическое планирование, образовательный комплекс, эффективное управление трансформациями, факторы успеха организации .

We consider the bilateral and multilateral (Network University of independent States, University of the Shanghai cooperation organization) formats of cooperation as internal and external factors that influence the process of forming a new elite in the countries of the Customs Union. This screening is based on the characteristics of official documents of Russia and Kazakhstan; since these documents constitute the legal framework for cooperation in the educational sphere. Our goal is to justify the need for cooperation between Russia and Kazakhstan in the field of higher education in the context of global and regional processes taking place in the educational sphere, in the context of increasing competition in the market of educational services. Integration of education, science and production is a priority for the development of education in the modern world. In this regard, we want to prove that Russian-Kazakh cooperation demonstrates a wide range of opportunities and growing potential for mutually beneficial activities in the field of education.

As a result, the application of management in the educational system leads to the following results:

- the division of competence between the educational institution and the governing bodies is better than before (Kalkeeva, 2010);
- increasing the level of independence, autonomy, and responsibility of management entities;
- the level of freedom of the management system shows a significant increase; the ability to participate in determining the

- overall social order becomes relevant (Kaufman, Herman, 1991);
- our own mission is adequately formulated in the field of educational policies and strategies;
 - marks the transition from the position of the user of existing control systems to the position of the designer, Creator, author of new systems (Fardar, 2000);
 - there is an opportunity to establish new connections in society without regard to the parent organization (Amali, S. J., Aghashahi, 2016);
 - increasing openness of the management community to the world experience of management and social management (Cheng, Ch. Y., Cheung, M., 2003);
 - there is a release of creative energy and innovative potential of educational workers;
 - there is a development of pluralism, great tolerance, and different approaches to creative search;
 - the growing popularity of the ideas of professionalization of management;
 - increasing the possibility of obtaining additional sources of funding, changing the staffing table (which, in particular, allowed to change the existing uniformity of staff organizational structures of management).

The emphasis on education in Russia and Kazakhstan is determined by the following circumstances.

First, Russia and Kazakhstan are the engine of integration processes in the CIS and strive to deepen strategic partnership in all areas, including education. Secondly, collective efforts solve more effectively similar problems, namely: the need to improve the quality of education; the elimination of the imbalance in the training of highly qualified personnel; the weak effectiveness of state regulation in the educational and social sphere; the weakness of self-regulation of the national market of educational services, etc.

The Ministry of Education and Department of Training and Qualification in the world focuses on cultural, social, and political aspects to upgrade the person to a modern man (Navid Adham, 2012).

We cannot ignore the "market" model of education since the social sphere of society is put in new conditions, significantly different from the usual constants of Soviet education. According to many scientists from different countries, the "market" way of development

cannot bring civilization out of the state of global crisis in which we are now, especially in the context of a pandemic. At the same time, we think that the transition to a sustainable development model is possible with the help of effective state regulation. Researchers emphasize the need to develop effective tools for students in the context of the transformation of education into an online format, since clear learning criteria are developed and implemented in educational organizations. However, even these organizations must vary their approaches in order to achieve an adequate response from students (Erina et al, 2019).

Modernization of education began in both countries in the 1990s, but this period of reforms was associated with several objective difficulties and problems that did not allow to achieve effective results. The situation is particularly serious in Kazakhstan, which is facing a crisis of scientific and educational potential. In the 2000s, the socio-economic situation in both countries stabilized, which made it possible to develop and adopt conceptual documents that identified key priorities in the development of education both in Russia (Decree of the Government of the Russian Federation dated February 7, 2011 No. 61) and in Kazakhstan (Resolution of the Government of the Republic of Kazakhstan dated December 27, 2019 No. 988).

In a rapidly developing time, the old training and control instructions have lost their effectiveness and do not meet the requirements of the modern world. As many researchers rightly emphasize, rapidly changing changes in education, changes in the curriculum or in the classroom cannot make a big discovery in educational organizations (Amali, Agashahi, 2016). The need to introduce a format of universal online learning makes it necessary to review educational methods, which cannot but affect the quality of training (Kaufman, Herman, 1991; Saenko et al, 2016). The graduate students as future managers don't learn social, cultural skills and are not gain knowledge of fundamental bases about controlling and the process of dealing in their educational organizations. Strategic management in the educational organizations helps identify the areas in the coming years (Kisembe, Were, 2014).

We believe that the world experience in the development of education in the Customs Union countries can be used with a deep understanding mental and culturally specific of both Russia and the Kazakhstani's. The universalism of authorized approaches using computer

algorithms cannot fully consider the strengths and weaknesses of the development of the Russian and Kazakh national educational systems. In this regard, we also find it problematic to consider the national interests and needs of the Customs Union countries.

Most people who are relevant with educational institutions know that we must transform these fields. In our opinion, this situation clearly characterizes the struggle of different views on the world order, the struggle for young minds, which ultimately demonstrates the scrapping of one ideological paradigm and its replacement with another paradigm. Researchers emphasize that the modern information war of ideologies is aimed at young minds, since the current youth will determine the development of their countries in the future. (Barabash et al, 2019; Karabulatova et al, 2017).

At the present time when educational organizations, are facing serious problems in the field of management, the strategic system of management create the defense mechanism to solve the problems that have taken place in the world.

The revision of literature associated with management in education reveals that in present time in education quality plays a crucial role. As said by Cheng and Cheung for improving the quality of education we should pay more attention for educational reforms. (2003). Nowadays a lot of educational organizations not only in Kazakhstan but also European countries, have experienced with a lot of issues belonging to the quality of training in the institutions. We should need to change into the direction of the quality of education to consumer-centric in a fast-changing world. If the educational institutions want to create impressive strategic planning the education quality should identify who the customers are and what they need. After we identify the valuable information, we can transform this evaluation into approach which is focused on client's comfort by the quality of education.

Methodology

The strategy for the development of a new type of education requires the development of new scientific and ideological approaches that meet not only modern realities, but also the expected prospects for development in the third Millennium. They include socio-cultural, natural, anthropological, information and

communication, axiological, cultural, and humanitarian approaches.

To paraphrase D. North (1997), we can say: a system that aims to create a certain value (institution, organization) is different from a system where this value is applied in accordance with certain norms and rules (social institution).

Institutions create opportunities to implement the values produced by organizations by regulating and organizing people's behavior in society. Therefore, an organization and a social institution are two different structures that (according to the system approach) should have different goals. The purpose of the organization is the production of a certain value, the purpose of the social institution is to organize the application (exchange) of the produced value in society in accordance with norms and rules.

The allocation of organizational and managerial activities of the teacher in a separate type determines the preparation of the future education Manager for such activities. The mechanism of describing analytical part of research should be contained in the history, philosophy and pedagogy studies. Due to the nature of experiment, analytical search about education, controlling and practicing of teachers, and pedagogical analysis of foreign and domestic experience in management technologies, strategic management in education, and theoretical analysis of literary sources, scientific and normative materials will be carried out.

The allocation of organizational and managerial activities of the teacher in a separate type determines the preparation of the future education Manager for such activities. Definitely for research studies we should use theoretical analyze of the literature and observing the experimental part. The qualification of teachers, and pedagogical analysis of foreign and domestic experience in management technologies, strategic management in education, and theoretical analysis of literary sources, scientific and normative materials will be carried out.

The procedure of the study. Participants of the author's team conducted surveys among the administration, staff and teaching staff of the University in higher education institutions of Kazakhstan (L. N. Gumilyov Eurasian national University, I. Altynsarin Arkalyk state pedagogical Institute, A. Baytursynov Kostanay State University) and in higher education institutions of Russia (peoples' friendship University Of Russia, Ingush state University,

Dagestan state University, State University of management) in 2016-2019. The overall sample is representative of the study. It is 464 people. Gender representation is as follows: women-79.8%, men – 20.2 %. The age of the interview participants ranged from 23 to 70 years. This range of age has also determined the correspondence to work experience. The survey participants had experience of working at the University from 0.5 to 45 years.

The main method of research is a questionnaire. The survey participants completed a pre-designed questionnaire. They answered questions about the managerial quality of work, about the level of satisfaction with the work of the management, about the prospects for the development of the higher school.

Of interest was the question: "What qualities, in your opinion, should a Manager have in the field of education?". This question was open-ended, with no alternative ready-made answers. This type of question has certain advantages, since respondents are free in their responses and can openly Express their point of view (Reja et al, 2003). Answers to open-ended questions provide more complete information about cause-and-effect relationships and their nature, etc.

The main role in the research is given to content analysis of documents in the field of education, comparative analysis of documents in the field of education in Russia and Kazakhstan, and data from sociological surveys among experts in education.

The content analysis method was used for processing the results (Hao Xu, et al, 2015). For semantic markup, we marked a word or phrase to highlight specific qualities of a leader in the field of education. Such words and / or phrases served as a semantic unit of analysis in our study. Semantically similar words and/or synonyms were grouped together.

We calculated the frequency of mention in each cohort group (as a % of the total number in the study sample).

Discussion

Education it is the most important issues and with the help of management we could implement and optimize the strategic plans. Throughout the history the educational organizations create strategies to help them define goals and achieve their objectives in the sphere of education. All the types of educational organizations try to use

detail and tactical level of strategies to achieve the goal. The main tasks of the organizations are developing teaching staff, the improvement learning process and student's development as identity through this we could achieve success. Currently, organizations such as school, college or university are facing serious problems in the sphere of management and strategic management should play an important role for solving obstacles.

According to Arabian scientists for improving the quality of education we should pay attention to a strategic management of educational organization which includes content, teachers, methods, academic and human resources (Fard, et al, 2010). For Kazakhstan and Russian education, the optimal cross-cultural channels of communication with other world cultures is the relationship between the traditional cultures of these countries, Western and Eastern civilizations (Kazhgalieva, et al, 2019; Mamalova, et al, 2019).

In the light of the development of this direction in Kazakhstan, the Concepts of ethno-pedagogical and ethno-psychological education of higher school students have been developed. Thus, the Concept of ethno-pedagogical education (Kalkeeva, 2010) States that the goal of ethno-pedagogical education should be the formation of national consciousness, responsible attitude to the history, language, culture, and traditions of its people.

At the same time, scientists speak with concern about methodological problems in an era of imbalance, since those Sciences come to the fore that allow speculation in the spirit of the needs of today, allow different interpretations of certain events or the results of public opinion polls without serious documentary justification (Kuryatnikov et al, 2014).

We should effectively spread management in educational organizations to improve the educational process and help to optimize, implement the strategic management at the centers and organizations. The strategic management is a predicting the future and we should adapt these obstacles to improve and implement the educational organization (Klochkova et al, 2019).

Strategy it is an adaptation to the external conditions in a fast-changing world considering strengths, weaknesses, and threats. The use of strategic management will play an effective role in the solving the problems of the institutions and

centers. According to Fardar (2000), Ghaffarian and Zavareh (2011) as practice has shown strategic management can lead the education to an enormous change.

Strategy it is a leading mechanism of adaptation to external conditions, to create a high-quality education which meet the requirements of the consumer. For effective management system at the educational organization should broaden the competence to develop new actions and innovations surely for develop status of training (Baisheva et al, 2019).

Problems of strategic management, and impacts were reviewed by overseas experts and researchers from Kazakhstan. Problems in the context of strategic management in social-pedagogical education are studied by Ch. Cheng and M. Cheung (2003), Mamalova K. et al (2019), P. Pozner (2000), J.J. Rendon (2009) and others. The issues about strategic management in the educational institutions in Kazakhstan and Russia still analyzed inadequately and make necessary study of the topic in addition.

The higher education institutions have a special place for economic growth and development of society. The progress in university studies in Kazakhstan and Russia this is the way to cooperate high education into Bologna Process. The documents underscore the need of country to modernize the education system from preschool to high education, increase the better understanding needs of the economy, society and individuals, in this competitive environment.

The key objective of the strategy is preparing high qualified specialists which could play a significant role in industrial improvement of the country. In technical and vocational education and university degree will be a transitional process to a new education system which required the advanced labour market, and educational programmes should be founded on professional standards which are correspond to the standards of the education.

In Kazakhstan, the academic mobility program is funded by the state, and substantial funds are allocated for it. Every year, various forms of scientific research are conducted in higher education institutions of the Russian Federation internships for about 15 thousand students and young scientists from Kazakhstan (Nurlanova, 2012).

Strategic management from our point of view will be a solution of the organizational issues.

Strategic management depends on managers of the educational organizations which could understand domestic outputs and inputs and these factors will effect on the future of the organization in today's rapidly changing world. If the managers will use strategic thinking this will lead educational organization to modifying their education system despite the external changes. Strategic plan it is a process of achieving goal directing the right way of controlling the process which lead the organization to a success. The global environment requires from our education remove the borders and trade barriers and will be more competitive, correspond to the requirements of the fast-changing environment because it is one of the most important characteristics of higher education institutions.

Modern signs of an imbalance in the teaching of academic disciplines as the basis of General natural science training of future students' experts, in our opinion, are:

- 1) rapid reduction of requirements and emasculation of the content component of subject courses in favor of the low level of knowledge of the modern student audience, untrained for a real higher education;
- 2) artificial exaggeration of distance and distance learning forms to the detriment of individual classroom forms;
- 3) practical rejection of the personification factor in teaching (a form that has a century-long history of success in training highly qualified personnel);
- 4) hypertrophied development of interdisciplinary directions training that does not include real fundamental training in any of the key disciplines of the classical natural science and Humanities cycle;
- 5) manipulation of the system for assessing the level of students' knowledge and replacing the true knowledge rating with an artificial one focused on the University's task;
- 6) retention of the contingent and provision of external macro indicators;
- 7) the pursuit of scientometric ratings, at the expense of the quality of scientific research;
- 8) problems with strengthening and replenishing the laboratory research base of Universities. No virtual laboratory workshops can replace the student's independent participation in the measurement, evaluation and analysis of the results obtained, and can only serve as a complementary role;
- 9) scant or no funding for scientific research in the Humanities (Moldazhanova et al, 2018).

A period of independence and pre-transition in the Republic of Kazakhstan from democratic society to a market economy in education system achieved significant changes in the principles and contents of education system. As we know the educational organizations have a special place and crucial part in the development of the country and also at the industrial development.

As stated in the Strategy «Kazakhstan 2030» and «Kazakhstan 2050» we should modernize the educational system from preschool to high education system, increase the better understanding of the society, individuals and economy in this competitive environment (Nazarbayev, 2018).

In Kazakhstan, in 2010, the project "Nazarbayev University" was launched, created with the involvement of leading universities in the United States and Europe, including University College London, Harvard University Medical school, the University of Pennsylvania, Duke University business school, Carnegie Mellon University, and the University of Wisconsin-Madison. (The Russian side is not represented in this project in practice Russia's interests in Central Asia: content, prospects, constraints, 2013). However, Moscow state University named after M. V. Lomonosov opened its branch together with the L. N. Gumilyov Eurasian national University.

The strategic management will create conditions for obtaining new knowledge, skills, and professional development throughout life. The strategic management wills currently amending for all levels of education system started from kindergarten to high educational organizations.

Certain key positions of the Bologna Declaration are being actively implemented. Thus, universities in both Russia and Kazakhstan are represented in many international rankings, leading universities (especially Russian ones) have been internationally accredited, and actively participate in other projects to assess the quality of education.

However, to be fair, some expert's Express doubts about the effectiveness of Russia and Kazakhstan's entry into the Bologna process (Kalkeeva, 2014; Klochkova et al, 2019). They are also related to the fact that countries may suffer significant losses due to the increased departure abroad of trained professionals in the most popular professions.

Only a joint solution of a multiparametric problem will allow you to prepare the basis for further development and reform of higher education. It should also be borne in mind that inertial trends in higher education make it impossible to get a quick result on the path of any reform.

Results

The educational organizations should need the management systems which lead the universities, colleges, and schools to strategic outcomes productively and expertly. As in a trading sector the education field should use analytical form for ensuring strategic support. The modern educational controlling in different countries requires undergoing series of changes. We need new management model which based on leadership which is not only concentrated on single leader but also has been shared among whole educational institution. Educational managers should have the capacity to stimulate people, to have authority, build the team and productive relationships which support the improvement of education. Strategic management needs to be considered as a driving force for innovation programs in education. In general, the most important strategic management success factor in any educational complex is its human resources which make it possible to achieve a successful educational organization.

The initiator of the creation of the CIS Network University (Network University of the CIS (SU CIS), 2008) in 2008 was the Russian universal University of peoples ' friendship with the support of the Interstate Fund for humanitarian cooperation of the CIS member States. Russia and Kazakhstan are the main partners in implementing the work of the CIS SU. This can be judged by the number of Russian and Kazakh universities participating in this project, including: al-Farabi Kazakh national University, L. N. Gumilev Eurasian national University., Moscow state law Academy, Moscow state Institute of international relations (University) MFA of Russia, Novosibirsk state University, Peoples ' friendship University of Russia (RUDN-university), Saint Petersburg state University, M. Auezov South Kazakhstan state University, K. I. Satpayev Kazakh national technical University, N. E. Bauman Moscow state technical University, I.M. Gubkin Russian state University of oil and gas, Ural Federal University named after the first President of Russia B. N. Yeltsin.

Initially, the project was funded at the expense of quotas of the Russian Federation and grants of the Interstate Fund humanitarian cooperation, but then national in support of this initiative, the ministries of education (and science) have started to allocate quotas for education in CIS SU at the expense of national budgets.

It is important to note that the Network University has become a unique mechanism for academic mobility on the Commonwealth space. Students of Russia and Kazakhstan can study simultaneously in the most prestigious universities of the CIS countries, and faculty-exchange experience with your colleagues from other universities.

Nowadays a lot amount of educational organizations supplies their resources from the external sources because to attract top students and create the competitive market. The graduate schools have a special place in the development of countries and with the help of strategic planning they could adapt their organizations to the external and internal changes to achieve the progressing results. As stated by I Lembe and Were if the educational organizations want to survive in a fast changing world, they should to draw attention to the strategic management and planning to improve and adapt education system to a external environment and to meet the requirements of the consumer (I Lembe, Were, 2014). In this changing environment our main goal is to build an intelligent organization that will be open and ready for learning new things and introduce new innovations in the sphere of learning. The main tasks of the strategic management in education are to look forward and face the problems which appeared before the organization and solve these problems.

Strategic planning is a device that makes a clear vision of the situation and meets the needs of educational organizations. According to Toorani we are used 14 general principles of management is used for the increase the quality of higher education institution and also to create the strategic planning for control the education system (2012).

The main key of effective transformation change is a strategic management. As you see in Figure 1 the basic elements of strategic management are mission, long-term and short-term perspectives, making future predictions to avoid possible risks. The reorganization of the system of pre-University vocational education, its decentralization, as well as the demographic decline and the economic recovery that has begun in the country determine the behavior of educational institutions in the market of educational services. At the same time, they need to take into account the following trends: competition is getting tougher, which should encourage the search for stable competitive positions; enterprises are increasing the demand for graduates of first levels of academical education, so they are ready to pay for training specialists to meet their needs; the demographic decline leads to the beginning of a "war" for the applicant, therefore it is necessary to expand the sphere of influence on school graduates in the regions; the concept of open education has been adopted and actively implemented; adult education is becoming one of the promising areas for applying the efforts of colleges, etc.

As a result, based on the answers, we identified 7 groups of personal qualities that are necessary for a successful Manager in the field of education: 1) communication; 2) strategic thinking; 3) organizational and leadership abilities; 4) high level of competence in psychology and pedagogy; 5) oratorical data; 6) ability to monetize ideas (entrepreneurial streak); 7) political preferences and worldview features. Some respondents identified qualities that we cannot attribute to the above-mentioned groups. These responses account for about 4.89% of mentions. We are reviewing the answers. which we have ranked in these seven groups. The distribution of preferences for the qualities of a successful Manager in the field of education demonstrates an uneven nature, which indicates a lack of structured training of managers in the field of education. The number of respondents who mentioned the most frequent characteristic of personal qualities (organizational skills) at least once was 3 times more than the mention as a mandatory parameter from a less popular group (business and entrepreneurial streak).

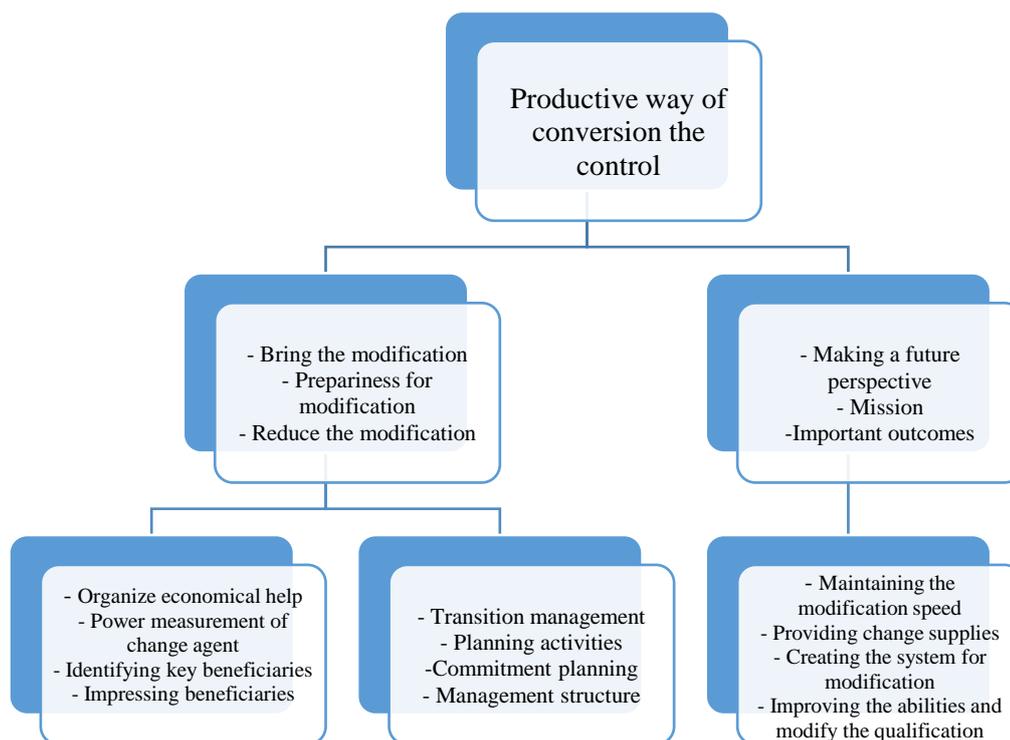


Fig.1. The scheme of the productive control at the organizations.

Changes in education system are continuous process. The activities of efficient management by Cummings and World divided into five main actions which help to develop the management in the educational organizations which is presented in Figure 1 Khanifar, 2011; Wendell et al, 2011). The state has abandoned the role of the main and only financier of vocational education. Different groups of customers and consumers of educational services have e merged with their own financial capabilities, requests and interests. Non- governmental educational institutions have

appeared and are successfully developing, which leads to competition in a few market -oriented specialties. The growth of independence and freedom of institutions has led to an increase in their responsibility for the effectiveness of their activities.

The effective factors to improve the organizational growth of the higher education system divided into three categories which are presented in Table 1.

Table 1.
Division into key success factors.

Staff	Policy-making area	The use of technical knowledge
The group of supervisors who are responsible for controlling and protection	Persistence of strategic management in organizational area	Focus on development of information
The group of people: who are ready to modifications and who aren't ready to go backwards	Readiness for modernization of relationship	Using the new techniques for program
	The shortage of experience	Making methods and changes

According to Figure 1 and Table 1 we notice that for creating independent student, raising workable and well-educated students, we should also paying attention to courses, exercises, health and to studying, reading, practical and laboratory activities and factors in human resources field and avoiding politics. These factors help us to create and modernize the education system in a positive direction.

Educational managers should have the potential to stimulate the undergraduates and teaching staff, to have authority, build the team and productive relationships which support the improvement of education. Strategic management needs to be considered as a driving force for innovation programs in education.

Conclusion

The aim of the educational organization should be instruction for each student. The effective learning should be based on common goals and values, productive relationships should be founded on support the team to manage and be tolerating to each other. The success of any educational organization (school, college, university) depends on senior manager's abilities like communication skills and negotiation skills. The management team should improve the flexible side and show better communication skills with teaching staff and meet the requirements of the consumers.

The success at the educational organizations depends on strategic management and planning. The educational institutions need management systems for controlling the strategies more carefully and thoroughly. As in an industry sector learning should use organized ways for ensuring strategic support.

We need new management model which based on leadership which is not only concentrated on single leader but also has been shared among whole educational institution. We also need strategic management to look the future and adapt problems and solve them in fast changing environment. Generally, the success of the strategic management in the system of academic relies on the teaching staff and management team.

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