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QUALITY MANAGEMENT OF SERVICES IN THE FIELD OF EDUCATION OF THE REPUBLIC OF KAZAKHSTAN

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The September Address of the Head of State K. K. Tokayev to the people of our country "Constructive public dialogue is the basis of stability and prosperity of Kazakhstan" orients us to such main goals as economic development and solving social problems. But both there and there, one of the most important conditions is a quality education. Therefore, it is no coincidence that the first direction in the fourth priority of the Address (a new stage of social modernization) was precisely the improvement of the quality of education [1].

Kazakhstan has adopted a new national project "Quality Education "Educated Nation", which is designed to systematically solve the most pressing problems of education: the shortage of student places, the development of rural schools, the implementation of per capita financing, teacher training,

the availability of kindergartens, colleges, and so on. At the same time, the new project is not disconnected from previous programs and continues to carry out previously unfulfilled tasks [5].

The new project was presented at the CCS site by the Minister of Education and Science of the Republic of Kazakhstan Askhat Aimagambetov. According to him, the project reflects the entire educational policy of the country. In particular, ensuring the availability and quality of preschool education and training, improving the quality of secondary education, reducing the gap between regions, urban and rural schools, providing schools with a comfortable safe environment, implementing affordable and high-quality technical and vocational education, increasing the competitiveness of universities.

The document consists of 4 directions, 5 tasks, 15 indicators and 26 activities.

"The peculiarity of the project is that it is focused on specific and most important tasks. If you compare it with the state program for the development of education and science of the Republic of Kazakhstan for 2016-2019, there are almost 10 times fewer events. This does not mean that fewer problems will be solved, here the state concentrates on the main achievable, most necessary tasks," Askhat Aimagambetov, Minister of Education and Science of the Republic of Kazakhstan, explained.

The project implementation years are 2021-2025. At the same time, it will act together with the concept of education development, which is planned to be approved by the end of this year. In order to resolve all controversial issues, the document was discussed in detail with experts, public figures and worked out with all interested government agencies during the development.

Askhat Aimagambetov elaborated on the tasks of the national project "Quality Education "Educated Nation".

The first task is to ensure the availability and quality of preschool education and training. To fulfill this task, work will continue on the development of a network of preschool organizations through the placement of state orders through voucher financing on the principle of "money for the child". As a result, by 2025, the coverage of preschool children aged 2 to 6 years will reach 95%, from 3 to 6 years – 100%.

In addition, as part of the instruction of the Head of State, a new model of child development will be introduced in all preschool organizations. The state standard will be changed based on the principle of "learning through play".

The second task is to improve the quality of secondary education. In particular, the gap in the quality of education between regions, urban and rural schools (PISA) will continue to be reduced. Therefore, much attention will be paid to improving the quality of education, comprehensive measures will be taken to reduce the gap in the quality of students' knowledge. Work will also continue on the transition to 12-year education. Starting this year, it is planned to place a state order for additional education. This process will take place on a competitive basis and in private organizations.

The third task is to provide schools with a comfortable, safe and modern educational environment. To reduce the shortage of student places, 1,000 schools are planned to be built by 2025. As a result, it is expected to eliminate three-shift schools and reduce the share of emergency schools to 0.1%.

By 2025, 5,000 schools in small towns, district centers and villages will be modernized. Safe and comfortable conditions for children's education will be created in educational institutions. The plans include providing high-speed Internet, updating school furniture, modernizing school libraries and canteens. 90% of schools will be equipped with subject rooms, 100% of schools will be provided with a system of safe access, security and control.

The fourth task is to provide affordable and high-quality technical and vocational education. By 2025, 100% of young people will be provided with free technical and vocational education in popular specialties.

Work will continue on equipping the training and production workshops of colleges with modern equipment. 20 competence centers will be created on the basis of colleges within the framework of the Zhas Maman project. As a result of the increased coverage, the share of NEET youth is expected to decrease.

"There are also specific tasks and indicators for higher and postgraduate education. This is the creation of 20 centers of academic excellence (15 regional and 5 pedagogical universities), the creation of two regional universities based on the experience of Nazarbayev University," the minister stressed [5].

At the same time, it is planned to open 5 branches of foreign universities by the end of 2025, which will reduce the outflow of young people.

The fifth task is to increase the competitiveness of Kazakhstani universities.

The education system prepares entire generations of people for independent life, forms a person's personality and the success of this formation is largely due to the quality of the services provided by educational institutions.

Currently, the collectives of educational institutions are independent in choosing the forms, means and methods of education and upbringing within the limits defined by the laws of the Republic of Kazakhstan. In this connection, the issue of monitoring and managing the quality of services provided by educational institutions, its compliance with the requirements of the state educational standard in the field of education is relevant.

Education, like any process or result of human activity, has a certain quality.

The quality of education is a set of characteristics of the educational process that determine the consistent and effective formation of competence and professional consciousness.

The concept of "quality of education" includes 3 blocks:

- The quality of the basic conditions of the educational process.
- The quality of the implementation of the educational process.
- The quality of the educational process results.

Three groups of characteristics can be distinguished:

- the quality of the potential to achieve the goal of education,
- the quality of the process of formation of professionalism
- the quality of the education result.

The quality of the potential is expressed in such characteristics as the quality of the educational goal, the quality of the educational standard, the quality of the educational program, the quality of the material and technical base of the educational process, the quality of the teaching staff, the quality of students, the quality of the information and methodological base.

The quality of the process of formation of professionalism is the quality of education technology, control of the educational process, the quality of motivation of the teaching staff for creativity and the effectiveness of pedagogical work, the quality of students' attitude to education, the intensity of the educational process, education management [3].

The quality of the result of education is awareness of professionalism, recognition and realization of individual abilities and characteristics of students, mastering the methodology of self-education, knowledge, practical skills, employment of graduates and their career.

Quality control of education is caused by the need to create a unified educational space in Kazakhstan, which will ensure an equal level of education for all graduates of educational institutions. In addition, improving the quality of education is designed to ensure general cultural, universal, national requirements for education based on self-determination and self-development of the individual.

In order to assess the quality of education, it is necessary to establish the composition of characteristics that reflect it and enable a comprehensive assessment. Quality is a multifactorial phenomenon, and therefore it is characterized by many parameters.

The whole complex of characteristics can be presented in five groups: professional knowledge, readiness for professional activity, the structure of individual professional qualities, self-awareness of professionalism and a group of additional qualities reflecting the general cultural potential of successful professional activity. For each of these groups, at least four of the most important characteristics can be established. There will be twenty characteristics of the quality of education. They can be used both for quality control of education, and for analysis and quality research.

There are meters (tools) and methods for assessing these characteristics, methods that would reflect the ideology of the quality of education and a specific quality management mechanism based on measuring quality in an appropriate quantitative assessment.

In Kazakhstan, the quality of higher education is controlled by the state, independent accreditation and certification of qualifications in regulated professions. The State has various mechanisms of such control. These include legislative support, licensing, state order (educational grants), SES, quality assurance of educational materials, state control (including the implementation of legislation).

A lot has already been done and is being done in the field of education in Kazakhstan. There is a comprehensive, including legislative, improvement of the educational system, its contribution to the development of the economy and society, which is especially important for us. At the same time, there are a number of issues on the quality of education that have not yet been fully understood and resolved.

The main goals and requirements for the quality of education can be described as follows:

1. In preschool education – to get high-quality preparation for school.
2. In secondary education – to get a fairly systematic understanding of the basics of sciences and the initial skills of their use in life.
3. In technical and vocational education (VET) and universities – to gain knowledge, skills and abilities that are competitive at the international level and are really in demand by the economy and society.

Thus, according to the Ministry of Education and Science of the Republic of Kazakhstan, some preschool organizations are located in insufficiently adapted premises. In many organizations there is a shortage of qualified personnel, and in some there is even a lack of an educational component. But preschool organizations, according to the standard rules, should, in addition to educational work, conduct organized educational activities in such areas as health, communication (speech, literature, basic literacy), cognition (the beginnings of mathematics, natural science), society (self-knowledge, the world around us, the basics of ecology). We should not and cannot turn a blind eye to this, having solved the main problem of providing places. After all, errors here significantly affect the quality of education in general. So, among the priorities is the search for solutions that eliminate such shortcomings.

One of the system solutions that can correct the situation is the introduction of licensing in the activities of preschool organizations.

Secondary education in Kazakhstan has long been the focus of reforms in the industry and has serious potential.

First of all, there is a large and fundamentally professional and dedicated teaching staff in Kazakhstan. Now the Senate is considering a draft law "On the status of a teacher", which will give an impetus to bring the work of teachers to a new level.

There are many gifted, talented children in Kazakhstan. There is a Republican center "Daryn" and regional centers, more than 120 schools for gifted children. Our students show good success at international level Olympiads. Over the years of independence, they have won over 5,000 awards, especially over the last decade. The rating of TIMSS (International Monitoring Study of the quality of school Mathematical and Natural Science Education) on the level of knowledge of mathematics,

where Kazakhstan took 12th place out of 49 for students of 4th grades and 7th place out of 39 for 8th grades, also testifies to a fairly high level of training of our schoolchildren.

The situation is more complicated with the ability to practically use knowledge, which is the aim of the PISA study (the International Program for Assessing Students' Educational Achievements). According to the results of natural science, mathematical and reading literacy in PISA-2015, Kazakhstan took 42, 42, 53rd places, and in PISA-2018 - 69, 54, 69th places. This is a very noticeable drop, especially considering that only 77-78 countries participated in the study. It does not paint our educational system and suggests the lack of thoughtfulness and excessive intensity of the reforms that have befallen it in recent years.

Today, technical and vocational training is developing quite successfully in our country. Its most important aspect is dual training.

The number of enterprises participating in this form of education is growing every year. Today, professional practice takes place in 27,095 enterprises with coverage of 70,895 students. To encourage employers in dual training, a new per capita financing method has been developed, which takes into account the costs of practical training (provision of educational equipment, remuneration for mentors). On average, the company will be compensated for the costs of dual training in the amount of 20% of the cost of the state order. This is already quite a lot.

The following remain important areas of work: to improve the system of analysis and forecasting of labor market needs and to take into account its data when forming state orders and employment of graduates; to continue the development of the National Qualifications System, the development of professional standards and curricula based on them; on the same basis to develop the certification of graduate qualifications, the work of certification centers, to carry out their full accreditation.

The changes made to the legislation of the Republic of Kazakhstan in terms of expanding the academic and managerial independence of universities have given a new impetus to the qualitative development of higher education. 27 state universities have transferred to the NAO, which will increase the efficiency of their activities and attract investment in the development of the university. The independence of universities should be further improved – this is a global trend, and it will have a beneficial effect on quality, which is confirmed by world experience [2].

In Kazakhstan, the quality of higher education is controlled by the state, independent accreditation and certification of qualifications in regulated professions.

The State has various mechanisms of such control. These include legislative support, licensing, state order (educational grants), SES, quality assurance of educational materials, state control (including the implementation of legislation). Many developed countries have a much smaller arsenal, but we have a very solid one, and it needs to be improved.

Independent accreditation of universities in the leading countries of the world today is the main, and international, mechanism for improving the quality of the higher education process.

In addition, for more adequate control of the final results of higher education, it is necessary to create adequate legal support for the independent certification of university graduates' qualifications in regulated professions and to activate this certification activity in practice.

Thus, the issues of the quality of education at any level have always been and remain in the focus of scientific research and practice of education management. Moreover, reformation processes in education, with any approach to their assessment, put at the forefront the problem of either maintaining the existing level of quality of education, or achieving an even higher level. In this regard, it is appropriate to recall once again that the main task of reforming Kazakhstan's education is to ensure the modern quality of education on the basis of preserving its fundamental nature and compliance with the current and future needs of the individual, society and the state.

Quality management is impossible without a modern, comprehensive system for assessing both the quality of education as a whole and all its components separately.

The more accurately the assessment is constructed and the more fully the characteristics are taken into account, the more successful the quality management of education can be. In turn, management depends on its methodology and organization, which characterize the goals and methods of achieving them, functions, powers and responsibility for the quality of education [4].

Drawing conclusions, it can be noted that quality management of services in the field of education is a type and element of managerial activity of authorized entities of the education system (bodies, institutions, officials) to identify and coordinate various factors and conditions mediating the educational process (educational activity) in order to achieve and maintain optimal quality indicators (level) education, correlated with various components of the structure and functioning of the education system.

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THE FEASIBILITY AND PRACTICAL IMPORTANCE OF THE DEVELOPMENT OF AGOCLUSTERS IN THE CONTEXT OF THE DIGITAL ECONOMY

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The beginning of the 21st century is associated with the active introduction of digitalization processes into the modern economy based on the information and industrial revolutions, as well as the processes of economic globalization and clustering.

At the moment, innovative clusters continue to form in the economy, new tasks appear in connection with the introduction of globally competitive digital technologies and, accordingly, the transition of the economy to a digital format. Digitalization in innovative clusters in industry is implemented on the basis of the Industry 4.0 concept, which implies end-to-end digitalization of all processes and their integration into an intelligent technological platform. This underlines the undoubted relevance and practical significance of the development of innovative clusters, the formation and formation of the image of digital systems, the development of the infrastructure of the digital economy in the context of digital transformation.

In the global information space, economic relations, established methods and forms of management are changing, social and labor interaction, global inclusive economic growth, and