SCIENTIFIC AND PRACTICAL FOUNDATIONS OF KNOWLEDGE MANAGEMENT OF STUDENTS USING THE CONSORTIUM MODEL

* Akhmetov A.A.[1], Kosherbayeva A.N. [2]
*[1]doctoral student, KazNPU named after Abai, Almaty, Kazakhstan
e-mail: achehov69@mail.ru
[2]d.p.s., professor, KazNPU named after Abai, Almaty, Kazakhstan
e-mail: aigera63@mail.ru

Abstract. In today's educational context, the importance of effective knowledge management becomes more evident as learners are confronted with an ever-changing information landscape. This article examines the practice of knowledge management in educational institutions using strategic consortium tools. The empirical basis of the study is scientific works of foreign and domestic scientists on the integration of corporate structures, collaborative partnerships in the scientific and educational sphere, as well as open source data on the activities of consortia. The paper uses a set of general scientific methods.

The prerequisites for the formation of consortiums in Kazakhstani conditions and the accumulated experience of organizational cooperation in recent years are outlined. It is noted that the creation of consortiums provides strengthening of educational environment, expands the range and improves the quality level of educational programs. The model of Network Consortium is proposed within the framework of this article. Also, we conducted a questionnaire survey, including a survey of 4 groups of participants of the educational process of Lyceum №165 of Almaty to identify the importance of knowledge management in the educational process. The application of the consortium concept in knowledge management is a promising way to enhance the educational experience and to develop learning processes. Knowledge has always played a significant role in society, but at the moment, in the course of enormous competition, its importance has increased significantly. This phenomenon should be associated with the global transition to a new stage of development, when all human activity is being led by managers who have brilliant skills in knowledge management, innovation, competition with leading business structures in their own economic sectors. The relevance of the problem of knowledge management is due to the growing competitiveness of educational organizations in the market of educational services, the flow of information and the need for rapid and productive exchange of information, the search for innovative approaches and technologies of organization and management of the educational process in the educational institution. As a result of the consortium the positive influence of knowledge management on the quality of education is determined.

Key words: knowledge management, knowledge, learners, knowledge management system, education, educational institutions, consortium, institutions

Basic Provisions

The concept of "knowledge management" has relatively recently become part of the pedagogical terminological apparatus, and its essence has no unambiguous definition. Some researchers understand knowledge management as setting goals, determining ways to achieve them and realizing the need to share information for the effective organization of the educational process in an educational institution. Others see knowledge management as the management of information flows, while still others see it as a general term for techniques that organize communication in corporate

communities. These techniques are aimed at extracting new knowledge, updating existing knowledge and helping professionals to solve problems, make decisions and perform necessary actions [1].

Obviously, any of the proposed definitions of the concept of "knowledge management" emphasizes the importance of this process for improving the effectiveness of an educational organization. The application of knowledge management techniques allows using collective experience and knowledge, turning them into collective intellectual capital of an educational organization [2]. The joint activity of developing ideas and putting them into practice becomes more effective than the activity of one person aimed at solving a problem. This approach to the organization of pedagogical activity contributes to the cohesion of the team, its formation as like-minded people. Timely exchange of knowledge becomes a necessary condition for successful planning of the educational organization's work, professional development of teachers, organization of scientific and educational-methodological and educational activities, as well as creation of temporary creative teams to work within the framework of specific applied and research projects.

Introduction

Modern learners face challenges that require a more flexible and innovative approach to education. Knowledge management is becoming a key element of educational strategies, and in this context, the use of strategic consortium tools provides an opportunity to optimize this process.

A consortium is a collection of institutions or organizations that share a common goal and strategy. In the context of education, a consortium can be used for collaborative efforts in program development, resource sharing, and the creation of educational initiatives. The priorities of innovatization of education predetermine the consolidation of educational institutions, in particular schools, lyceums, colleges and universities for the generation of joint projects for the creation of technology and knowledge-intensive products, strengthening the human and scientific-technological potential of education in the Republic of Kazakhstan. The transition from hierarchical to network models of interaction opens up opportunities for the realization of the benefits of collaboration - a specific form of cooperation aimed at creating innovations, which is especially relevant for the scientific and educational sphere. Consortium is one of the most demanded organizational models of integration, which is widely spread all over the world.

The consortium model has a variety of forms. As the most developed form of cooperation between educational institutions, the consortium is characterized by joint educational programs in various fields. Summarizing the results of the analysis of these processes, it can be noted that, despite the unique features of national training systems, there are common trends in the development of education:
- inter-educational cooperation;
- widespread use of Internet technologies;
- openness of educational systems;
- high mobility for both students and teachers.

- Formation of temporary associations of educational institutions in the form of consortiums to solve specific tasks, as well as to carry out activities.

However, it should be noted that for educational processes the main lever is knowledge.

The role of knowledge (in the process of collecting useful information) in making rational decisions or actions increases if there is a link to data and information. This linkage allows for higher level knowledge.

Knowledge Management (KM) - systematic processes within an organization that allow the creation, preservation and allocation of intellectual capital resources. For any modern enterprise, intellectual resources are of great importance, as they allow intangible methods to significantly increase the efficiency of work. One of the reasons for the growing interest in knowledge management is the development of communication and information technologies.

Turning to S.I. Ozhegov's Dictionary of the Russian Language, one can find the definition of knowledge as "the results of cognition, scientific information", as well as "the totality of information in some field" [3].

V.A. Dolyatovsky defined knowledge as something more than data and information. He refers to knowledge as beliefs, moral values, ideas, inventions, judgments, skills, professional knowledge, theories, rules, attitudes, opinions, concepts, past experience. All or part of the above are used to explain and understand data, to isolate information and turn it into knowledge. "The complexity of the concept of knowledge lies in the multiplicity of its carriers and its inseparability from the concept of data. If the data is understood by a person, then he receives information (for example, a telegram in Japanese contains data, but the receipt of information is possible with the understanding of the information sent)" [4].

Knowledge as an object of management is considered from different angles, for example, B.Z. Milner has two points of view on the importance of knowledge for its management in an organization:

Knowledge as practical information that actively manages the processes of task fulfillment, problem solving and decision making;

Knowledge as words, factors, examples, examples, events, rules, hypotheses or models that expand the understanding of processes and phenomena and the possibilities of their practical use in a certain field of activity [5].

Let us consider the forms in which knowledge can exist in an organization. Japanese scientists I. Nonaka and H. Takeuchi pointed out that knowledge in an organization can exist in two forms - explicit knowledge and tacit knowledge. The first knowledge can be expressed with the help of words, numbers, formulas, algorithmic processes and universal principles. The second one exists only at the level of an individual and is poorly formalizable, which makes it difficult to transfer it to someone and use it by someone other than the owner.

M. Marinicheva believes that the category of formalized (explicit) knowledge includes those knowledge, that does not yet exist in documented form, but can be documented [6]. B.Z. Milner distinguishes four different categories of knowledge: formalized, non-formalized, explicit and implicit [7].

The concept of "knowledge management" was introduced by Carl Wiig in 1986 at the UN conference and defined it as "the systematic creation, updating and application of knowledge in order to maximize the efficiency of enterprises". Not everyone agreed with this definition, explaining that "management" does not reflect the essence of knowledge processes. Instead of this term, variants such as "knowledge sharing", "knowledge focus", "knowledge creation" were proposed. However, they are also not considered to be successful, as they reflect only some aspects of the system of knowledge management in the organization. У. Bukovich and R. William gave the following definition: "Knowledge management is a process by which an organization can profit from the amount of knowledge or intellectual capital at its disposal" [8].

When solving knowledge management tasks in an organization, managers take appropriate actions, which are called knowledge management processes. Knowledge management processes are defined as purposeful activities that enable a company to create, disseminate and utilize knowledge to improve competitiveness.

There are four key knowledge management processes:

Knowledge creation and capture - creating and capturing the organization's knowledge;

Knowledge sharing and enrichment - sharing and enriching existing knowledge;

Information storage and retrieval - storing, searching and retrieving information;

Knowledge dissemination - distribution of knowledge.

Each process is characterized by its supporting processes and methods. All four key processes are closely linked.

To effectively manage knowledge and build a self-learning organization, a knowledge management system (KMS) is required. "The main essence of a knowledge management system (KMS) in an enterprise is to ensure a continuous process of knowledge creation and delivery of the right knowledge to the right people at the right time through regularly implemented management procedures.

Further development of an effective SLA should lead the company to the status of a self-learning (intellectual) organization". According to T.F. Gareyev, a comprehensive concept of SMS of a self-learning organization should include SMS strategy and objectives, SMS tools, implementation of tools on IT systems and a plan for the development of corporate culture [9].

Materials and Methods

This paper adheres to the principles of the Preferred Reporting Items Method for Systematic Reviews and Meta-Analyses (PRISMA 2020). According to the claims of foreign researchers, this method promotes transparency while helping to conduct a systematic literature review. In addition, it provides a flowchart that lists the components required for the study [10]. Thus, PRISMA 2020 is able to help in the creation of literature containing results that can be compared between studies due to this.

The data for the study was collected using a search query that was comprehensive enough to include all relevant literature without missing any key articles relevant to the study. The following keywords were used: consortium, methods, education,

knowledge. After analyzing the titles, summaries, and keywords, 18 articles out of 21 were selected and analyzed. This resulted in a content analysis using keywords and article titles. Continuing the study, a meta-analysis of the literature was conducted.

The relationship between data, information and knowledge

There are differences between data, information and knowledge. Interpreting and understanding the categories "data", "information" and "knowledge" will reveal the differences between them. If there is no meaning (significance), then knowledge is information or data. It is only through meaning (significance) that information takes on life and becomes knowledge. Thus, these categories are closely related [11]. Data is translated into information and then transformed into knowledge. This process can be visualized as a hierarchy of knowledge, reflected in Figure 1. The hierarchy starts with data at the base and ends with expertise at the top.

Society often tends to view educational institutions as a kind of "factories" designed to produce and disseminate knowledge. However, it must be remembered that not only the formal transmission of accumulated information plays an important role, but also the development of self-education skills. Therefore, approaches to selecting a knowledge management strategy that can be applied in different aspects become critical. Figure-1 shows the knowledge hierarchy model (Figure-1).
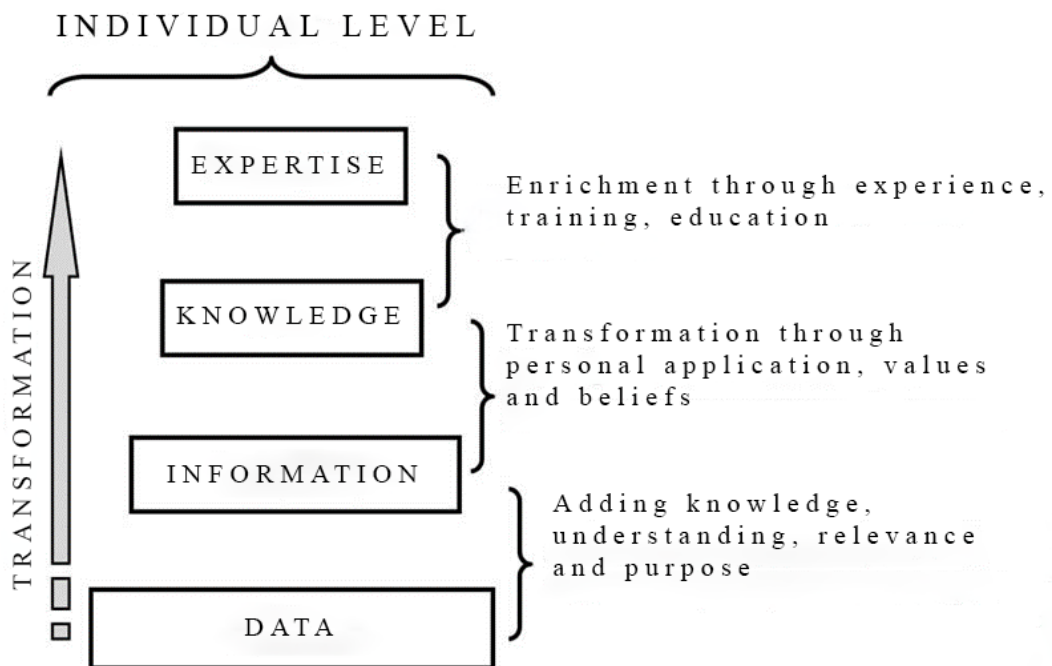

Figure 1 - Knowledge hierarchy model (individual level)

The hierarchy of knowledge shows the stages of transformation of categories, with expertise at the top of the hierarchy, but without knowledge there is no expertise. In some sources this model is called the "pyramid of knowledge" or "hierarchy of wisdom" [12]. The knowledge hierarchy reflects the traditional concept of transformation of data, information and knowledge, when data is transformed into information and information is transformed into knowledge.

It should be noted that information itself is different from data, and the use of useful information (at the individual level) can shape a person's knowledge. Clarification of terminology is conditioned by the necessity to distinguish the categories of "data", "information", "knowledge", so that information is not considered as perfect (complete) knowledge, but as a fundamental component of knowledge. Understanding of these three categories, as well as their interrelation, will allow implementing effective knowledge management in the organization.

Results

Stage 1.

In the framework of this work, we propose "Network Consortium" as one of the options for interaction of educational organizations of Almaty for the implementation of personal requests of students in the construction of individual educational tracks. The form of educational consortium is chosen in order to optimally use economic, human, material and technical resources to ensure individualization and accessibility of educational services.

The aim of the project is to create a system of personalization of educational services in the conditions of educational consortium.

The need to create such a project appeared in connection with the solution of problems set by the National Project "Quality Education "Educated Nation", which lost its force on 22.09.2023 by the government decree, but again comes into force on January 01, 2024, and we assume that it is the form of networking and combining the conditions of all educational institutions, as the educational level (schools, lyceums, colleges, universities), will be optimal to achieve the given indicators.

The relevance of the project lies in the fact that, despite the opportunities provided in the Law № 319-III "On Education" of the Republic of Kazakhstan, in determining the content of education, in the choice of educational and methodological support, educational technologies for educational programs, network form of education, the personalization of educational services in the education system is still poorly developed.

Educational institutions are discussing and introducing changes in the forms and methods of providing educational services, but the system of tying a student to a particular educational organization remains. This practice leads to dependence on a specific educational program, human resources, teaching and learning approaches and other factors. Educational institutions are in different material, technical and personnel conditions, which creates unequal opportunities.

The needs of students and their parents often do not correspond to the resources of educational organizations, which leads to the lack of students' real choice of educational path. The development of educational institutions and improvement of the quality of knowledge requires the formation of a team of like-minded people capable of implementing a common educational strategy that will lead to systemic changes in the structure, content and provision of education, as well as improve its quality.

Joint activity of educational institutions in the model of educational consortium is aimed at achieving a common goal, solving common problems, allows all

organizations to combine resources, provide students with access to integrated educational resources, contributes to the creation of professional teaching communities, gives chances to increase the educational potential of educational organizations, expand the possibilities of building individual educational routes of students.

Thus, the proposed model of network interaction of educational organizations within the framework of educational consortium implies a qualitative transformation of educational practice.

The system of personalization of educational services in the conditions of educational consortium is a mechanism for organizing profile education.

An educational consortium is an association of independent organizations working in concert on a long-term basis to achieve common goals through the mutual use of educational resources - including personnel, facilities and financial resources - in the system of education, culture, physical culture and sports.

The main principle of this model is the systemic interaction between educational organizations of the city, where each of them implements a certain profile of education (for example, physics and mathematics, science, humanities, defense and sports, technology, etc.) [5]. The coordinating center, in turn, distributes educational services by training profile, using the intraconsortium bank of hours.

The purpose of combining educational resources is to provide individual educational needs with the effective use of available and planned means, funds, equipment. It should be noted here that the educational consortium will play a significant role in the field of knowledge management.

The Ministry of Science and Higher Education of the Republic of Kazakhstan manages the activities of educational organizations in the conditions of educational consortium, for this purpose one of the structural subdivisions of the Ministry is assigned the functions of a coordination center or educational and methodological center. The main activities of the center are normative-legal regulation of the model implementation at the municipal level, strategic planning (development of the participants' activity strategy, ensuring the project completion), coordination of the teams' work (dispatching of the participants' activity, external partners, accompaniment, organization and support of the teams). The Coordination Center interacts with partner organizations from other spheres (culture, physical culture and sports, etc.).

Each participating educational organization, in coordination with the coordinating center, determines the profile of the educational service offered in the bank of educational resources for network study, the number of hours of the part of the curriculum formed by the participants of educational relations (variable part of the curriculum) transferred for network use, compiles a register of network educational courses offered for inter-educational learning, provides information support for the implementation of the model at the level of schools, lyceums and colleges

The schedule of network classes is developed using the educational program designer and must include sufficient breaks to ensure free movement between educational organizations. Decision-making on the options of work within the

educational consortium in the network mode, including the definition of school days allocated for the network form, their number, as well as the distribution of network courses by subjects and areas between organizations, is carried out collegially at working meetings of heads of municipal educational organizations. If necessary, the heads of educational institutions of additional education in the field of culture, physical culture and sports are also involved in these decisions.

The choice of the profile of the network service is determined jointly with the coordination center on the basis of the analysis of the data of educational resources of the institution, including material, technical, personnel and information resources stored in the municipal bank of educational resources. Interaction between educational organizations is regulated by cooperation contracts (agreements). Each general educational organization participating in the educational consortium should have a responsible person - network manager to ensure the technical and organizational participation of this educational organization in the work of the educational consortium. The network manager of the educational organization should enter information about network educational resources (courses, teachers, equipment), with the help of the designer of educational programs forms a network schedule of classes, network calendar academic schedule, completes the contingent of network classes (groups), provides technical assistance to students in the formation of the structure of individual curricula indicating the place of mastering courses, subjects, disciplines, modules, other types of learning activities, individual educational activities, individual educational programs. The network manager will also have to coordinate with the coordinating center the number of hours of the part of the curriculum formed by the participants of educational relations (the variable part of the curriculum) allocated for network study.

Each educational institution - participant of the educational consortium - appoints a tutor (teacher-mentor) who provides pedagogical counseling and support. The tutor has a technical possibility to control the child's attendance and progress on network courses in the child's personal cabinet (in case of a digital constructor), inform the child's parents about it if necessary, assist the child in professional navigation, teach the child to build the trajectory of his/her future movement, highlight and reflect on the gained experience, the tutor is focused on working with the zone of the child's closest development and self-determination in relation to both the project and the student's own future.

A network educator is a teacher, educator, teacher of additional education, a highly qualified professional who imparts knowledge, skills, abilities, forming modern competences to students in a specially organized educational process.

Possessing pedagogical competencies in setting and solving pedagogical tasks, as well as implementing the principles of developmental learning, this specialist develops and implements the working program for the network course. He/she also enters information about attendance and mastery of the course into the personal accounts of students in the inter-school class (group). In addition, it carries out current control of progress and conducts interim certification of students who master educational programs in a network form, covering part of the educational material.

Students who are participants of the educational consortium are given the opportunity to choose the format of education from the proposed options:

- 9-11 grades - education in a profile class at the level of secondary general education, in which a part of subjects, courses of the curriculum is mastered by high school students on the basis of other general educational institutions, in a network form;

- personalized model of education - education according to an individual curriculum, where part of the courses of the variable part of the curriculum, extracurricular activities are studied on the basis of other educational organizations and (or) on the basis of their own educational institution, but as part of other groups of the parallel;

- training on an individual educational program - training of individual students, including gifted and talented (athletes, musicians, etc.), who have chosen a personalized model of education, on an individual educational program using the resources of institutions of additional education of the education system, cultural institutions, physical culture and sports, as well as digital online resources.

The participant of the educational consortium, is obliged to timely determine an individual set of subjects, courses, the option of education, in the case of choosing a personalized model of education to form an individual educational plan with the help of the constructor, taking into account the age training load (application for courses studied in the relevant organizations), to attend classes according to the network schedule, to ensure the achievement of the planned results of the program. The student's movement on mastering the individual educational route will be recorded in the personal cabinet of the educational program designer.

Thus, this model of educational consortium acts as a mechanism for ensuring new quality, individualization and accessibility of education: educational organizations "destroy their borders", and students move freely in the city-wide educational space.

Discussion

The goals of consortiums include not just cooperation in certain areas of activity, but work on specific project solutions that fit into both the overall strategy of organizational development and the development strategy of the country and individual regions. The motivation for joint activities is grant support, which in conditions of deficit of research funding allows to partially solve this problem, but the main goal of consortia should be focused work in the field of knowledge management. Joint projects can significantly strengthen each of the participants in achieving common results, as it is not possible for a single organization to maintain a high level of excellence in the whole range of set directions due to limited resources and time limits.

Nevertheless, it should be noted that already at the initial stage certain difficulties and duality of educational programs become apparent: on the one hand, we are talking about the intensification of integration processes, on the other hand, competition in the academic environment is intensifying, the task of gaining leadership becomes much more difficult. This is due to the fact that the program entry criteria and target performance indicators of its implementation are difficult to achieve for the majority of sectoral HEIs, especially in the short term. Since the interest of the participants is

concentrated mainly around the financial and economic sphere, this may contribute to the emergence of conflicts of interest in the processes of justification and distribution of costs in the implementation of projects. The development of consortia at the present stage can be hindered by the instability of the political situation in the world, escalation and the consequences of the sanctions, regime. In this regard, our proposed Network Consortium System is a way out of all sorts of situations, which regardless of the situation will successfully fulfill its task.

Conclusion

The conducted research allows us to formulate the following main conclusions:

1. Kazakhstan along with the advanced countries of the world actively develops concepts and mechanisms of integration of science, education and production for scientific and technological development and achievement of global competitiveness.

2. The most important prerequisites for the formation of scientific and educational consortia are strategic priorities of innovatization.

3. Knowledge management is a key tool that regulates the resources and mechanisms affecting the quality of education.

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КОНСОРЦИУМ МОДЕЛІ БОЙЫНША БІЛІМ АЛУШЫЛАРДЫҢ БІЛІМІН БАСҚАРУДЫҢ ҒЫЛЫМИ-ПРАКТИКАЛЫҚ НЕГІЗДЕРІ

*Ахметов А.А.[1], Кошербаева А.Н.[2]
*[1]докторант, Абай атындағы ҚазҰПУ, Алматы, Қазақстан
e-mail: achehov69@mail.ru
[2]п.ғ.д., профессор, Абай атындағы ҚазҰПУ, Алматы, Қазақстан
e-mail: aigera63@mail.ru

Аңдатпа. Қазіргі білім беру контекстінде білім алушылар үнемі өзгеріп отыратын ақпараттық ландшафтқа тап болған кезде білімді тиімді басқарудың маңыздылығы айқынырақ болады. Бұл мақалада консорциумның стратегиялық құралдарын қолдана отырып, білім беру мекемелеріндегі білімді басқару тәжірибесі қарастырылады. Зерттеудің эмпирикалық негізі корпоративтік құрылымдарды интеграциялау, ғылыми-білім беру саласындағы ынтымақтастық серіктестіктер мәселелері бойынша шетелдік және отандық ғалымдардың ғылыми еңбектері, сондай-ақ консорциумдардың қызметі туралы ашық дереккөздердің деректері болып табылады. Жұмыста жалпы ғылыми әдістер кешені қолданылды.

Қазақстандық жағдайларда консорциумдарды қалыптастырудың алғышарттары және соңғы жылдары ұйымдық ынтымақтастықтың жинақталған тәжірибесі белгіленді. Консорциумдар құру білім беру ортасын нығайтуды, білім беру бағдарламаларының спектрін кеңейтуді және сапалық деңгейін арттыруды қамтамасыз ететіні атап өтілді. Осы мақала аясында желілік консорциум моделі ұсынылды. Сондай-ақ, біз білім беру процесінде білімді басқарудың маңыздылығын анықтау үшін Алматы қаласының №165 лицейінің білім беру процесіне қатысушылардың 4 тобына сауалнама жүргіздік.

Консорциум тұжырымдамасын білімді басқаруда қолдану білім беру тәжірибесін арттыруға және оқу процестерін дамытуға перспективалы жол болып табылады. Қоғамда білім әрқашан маңызды рөл атқарды, бірақ қазіргі уақытта үлкен бәсекелестік кезінде олардың маңыздылығы едәуір өсті. Бұл құбылысты әлемдік дамудың жаңа кезеңіне көшумен байланыстыру қажет, бұл кезде барлық адам әрекетін білімді басқарудың, инновацияларды енгізудің, өз экономикалық салаларында бизнестің жетекші құрылымдарымен бәсекелестікті жүргізудің тамаша дағдылары бар басшылар жүргізе бастайды. Білімді басқару проблемасының өзектілігі білім беру ұйымдарының білім беру қызметтері нарығындағы бәсекеге қабілеттілігінің артуымен, ақпарат ағынымен және оны тез және нәтижелі бөлісу қажеттілігімен, білім беру мекемесінде білім беру процесін ұйымдастыру мен басқарудың инновациялық тәсілдері мен технологияларын іздеумен байланысты. Консорциум нәтижесінде білімді басқарудың білім сапасына оң әсері анықталады.

Тірек сөздер: білімді басқару, білім, білім алушылар, білімді басқару жүйесі, білім беру, білім беру мекемелері, консорциум, мекемелер

НАУЧНО-ПРАКТИЧЕСКИЕ ОСНОВЫ УПРАВЛЕНИЯ ЗНАНИЯМИ ОБУЧАЮЩИХСЯ ПО МОДЕЛИ КОНСОРЦИУМА

*Ахметов А.А.[1], Кошербаева А.Н.[2]
*[1]докторант, КазНПУ имени Абая, Алматы, Казахстан
e-mail: achehov69@mail.ru
[2]д.п.н., профессор, КазНПУ имени Абая, Алматы, Казахстан
e-mail: aigera63@mail.ru

Аннотация. В современном образовательном контексте важность эффективного управления знаниями становится более очевидной, поскольку обучающиеся сталкиваются с постоянно меняющимся информационным ландшафтом. В данной статье рассматривается практика управления знаниями в образовательных учреждениях с использованием стратегических инструментов консорциума. Эмпирической базой исследования являются научные труды зарубежных и отечественных ученых по вопросам интеграции корпоративных структур, коллаборационных партнерств в научно-образовательной сфере, а также данные открытых источников о деятельности консорциумов. В работе использован комплекс общенаучных методов.

Обозначены предпосылки формирования консорциумов в казахстанских условиях и накопленный опыт организационного сотрудничества за последние годы. Отмечено, что создание консорциумов обеспечивает усиление образовательной среды, расширяет спектр и повышает качественный уровень образовательных программ. В рамках данной статьи предложена модель Сетевого консорциума. Также, нами проведено анкетирование, включающее опрос 4 групп участников образовательного процесса Лицея №165 города Алматы, для выявления значимости управления знаниями в образовательном процессе.

Применение концепции консорциума в управлении знаниями представляет собой перспективный путь к повышению образовательного опыта и развитию учебных процессов. Знаниям всегда отводилась значительная роль в обществе, однако в данный момент в ходе колоссальной конкуренции их значимость намного возросла. Данное явление необходимо

связывать с мировым переходом на новую ступень развития, когда всю человеческую деятельность начинают вести руководители, которые обладают блестящими умениями управления знаниями, внедрения инноваций, ведения конкуренции с лидирующими структурами бизнеса в собственных экономических отраслях. Актуальность проблемы управления знаниями обусловлена ростом конкурентоспособности образовательных организаций на рынке образовательных услуг, потока информации и необходимостью быстрого и продуктивного обмена ею, поиском инновационных подходов и технологий организации и управления образовательным процессом в образовательном учреждении. В результате консорциума определяется положительное влияние управления знаниями на качество образования.