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Year: 2025 Summer

Number: 13

Volume: 1

pp: 27-46.

Makalenin Geliş Tarihi: 07/02/2025

Kabul Tarihi: 02/06/2025

Makalenin Türü: Araştırma makalesi

Doi: 10.5281/zenodo.15663198, <https://doi.org/10.5281/zenodo.15663198>

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Abstract

The COVID-19 pandemic has had a significant impact on all areas of life, including the education system. In the context of global uncertainty and rapid digitalization, educational institutions have faced new challenges that require prompt and effective solutions. Anti-crisis management of the educational process has become a necessary condition for ensuring its continuity and quality. The pandemic has provided a unique opportunity to analyze the education infrastructure in real time as part of crisis management. Anti-crisis management in the education process during the COVID-19 pandemic using a survey of university management as an example is considered in this article. The methodology research includes semi-structured interviews, which allows for a deeper understanding of the managers' experience and the connection between crisis management and the sustainability of education systems. The main focus is on the strategies used to maintain the quality of education, as well as the adaptation of new technologies and teaching methods in unforeseen circumstances. The results of this study can serve as a basis for further changes in the policies and practices of educational institutions' management, as well as help develop recommendations for increasing their resilience to future crises, which is a pressing issue in the modern world.

Keywords: Educational process, anti-crisis management, pandemic, adaptation, distance learning, quality of education.

Pandemi Esnasında Eğitim Süreci Yönetiminde Kriz Yönetimi Önlemleri

Öz

COVID-19 salgını, eğitim sistemi de dahil olmak üzere yaşamın tüm alanlarında önemli bir etkiye sahip olmuştur. Küresel belirsizlik ve hızlı dijitalleşme bağlamında, eğitim kurumları hızlı ve etkili çözümler gerektiren yeni zorluklarla karşı karşıya kalmıştır. Eğitim sürecinin kriz karşıtı yönetimi, sürekliliğini ve kalitesini sağlamak için gerekli bir koşul haline gelmiştir. Pandemi, kriz yönetiminin bir parçası olarak eğitim altyapısını gerçek zamanlı olarak analiz etmek için benzersiz bir fırsat sağlamıştır. Bu makalede, bir örnek olarak üniversite yönetimi anketi kullanılarak COVID-19 salgını sırasında eğitim sürecinde kriz karşıtı yönetim





ele alınmaktadır. Metodoloji araştırması, yöneticilerin deneyiminin ve kriz yönetimi ile eğitim sistemlerinin sürdürülebilirliği arasındaki bağlantının daha derin bir şekilde anlaşılmasını sağlayan yarı yapılandırılmış görüşmeleri içerir. Ana odak noktası, eğitim kalitesini korumak için kullanılan stratejilerin yanı sıra öngörülemeyen koşullarda yeni teknolojilerin ve öğretim yöntemlerinin uygulanmasıdır. Bu çalışmanın sonuçları, eğitim kurumlarının yönetim politikalarında ve uygulamalarında daha fazla değişiklik yapılması için bir temel oluşturabilir ve modern dünyada acil bir sorun olan gelecekteki krizlere karşı dayanıklılıklarını artırmak için öneriler geliştirilmesine yardımcı olabilir.

Anahtar kelimeler: Eğitim süreci, kriz karşıtı yönetim, pandemi, uyum, uzaktan eğitim, eğitim kalitesi.

1. Introduction

The COVID-19 pandemic has had a significant impact on all spheres of life, including the education system. In the context of global uncertainty and rapid digitalisation, educational institutions have faced new challenges that require prompt and effective solutions. The development of intercultural communications and the threat of the spread of coronavirus entail a change in value orientations, and therefore a change in the role and place of education in the life of society [1].

The relevance of the topic of anti-crisis management of the educational process in pandemic conditions is due to the fact that traditional methods and approaches to learning have been seriously threatened. The transition to distance learning required the development of new models, tools and technologies that ensure effective interaction between students and teachers. Crisis situations require not only a quick response, but also planning for long-term changes in educational policy, which makes the study of this topic particularly important.

Thus, the study of anti-crisis approaches in the management of the educational process will allow not only to overcome the current difficulties, but also to lay the foundation for sustainable development of educational systems in the future. This topic has become particularly important in the light of the global challenges the world is facing. The COVID-19 pandemic has disrupted the usual order of life and work of educational institutions, jeopardising the efficiency of the educational process. In a short period of time, higher education institutions had to adapt to the new conditions, which required considerable efforts and innovative solutions. The experience of previous years shows that such crisis situations can be repeated, and the development of effective anti-crisis mechanisms in education management





becomes an urgent necessity.

This study aims to analyse the strategies, tools and methods that can ensure a smooth educational process in conditions of instability. The importance of the study lies in its practical value: the identified successful examples and approaches can be used to formulate recommendations for preparing higher education institutions for potential crisis situations. This will not only minimise their negative consequences, but also improve the overall sustainability of the educational system.

The COVID-19 pandemic was a huge challenge for the global community, affecting every sphere of life, and the crisis was particularly acute in the education system. In the context of global uncertainty, when the closure of educational institutions and the transition to distance learning became commonplace, higher education institutions faced many new challenges that required prompt and effective solutions. Anti-crisis management of the educational process, which until then had developed slowly and was only partially represented, in the dramatically changed conditions became necessary to ensure the continuity and quality of the educational process. This period provided a unique opportunity to assess the functioning of higher education infrastructure, actively transforming under the pressure of new requirements, and to analyse it as an important element of crisis management in real time.

30

The COVID-19 pandemic caused the largest disruption of education systems in world history. According to UNESCO, more than 1.5 billion students in 165 countries were unable to attend classes due to the spread of the disease [2]. As a result, the higher education sector was one of the hardest hit globally, but also one that was ready for most processes to move online. The pandemic prompted the global academic community to pay attention to new methods of providing educational services, including distance and online learning, which accelerated the transformation of the RK higher education system. The Decree of the President of the RK "On the introduction of a state of emergency in the Republic of Kazakhstan" of 15 March 2020 banned attendance at educational institutions [3].

2. Literature review

In recent years, the scientific community has paid more attention to the challenges of education in crises such as the COVID-19 pandemic. Educational institutions have been faced with the need to adapt teaching methods and approaches in order to maintain the quality of education. One





of the key aspects addressed in the literature is the transition to distance learning. According to Gozman L.Y., distance technologies provide unique opportunities for educational institutions, but require new skills and adaptation from teachers and students [4]. Trofimova I.N.'s research also emphasises the need for training for effective use of online resources [5].

In addition, it is necessary to consider the aspects of management of educational processes in crisis conditions. Thus, D.I. Akaev discusses the methods of crisis management that help to maintain the continuity of the educational process and support the psychological health of students in conditions of isolation [6]. Kazakova T.V. and Gorshkova L.A. propose a model of crisis management that includes elements of flexibility and adaptability, emphasising that successful management in pandemic conditions requires constant monitoring and risk assessment [7].

Another important aspect is the impact of the pandemic on the psycho-emotional state of students. According to O.V. Kononykhina, stressful situations related to the transition to distance learning can negatively affect students' academic performance and motivation [8]. Her conclusions are supported by M.S. Fabrikant's study, which considers students' adaptation strategies in new forms of learning [9].

It is also important to take into account the social aspects of education in the crisis period.

A.R. Zenkov notes that the pandemic has increased social inequalities in access to quality education, which requires the development of special support programmes by educational institutions [10]. This is also related to the need for crisis management in education.

The analysis of international experience shows that many foreign studies emphasise the importance of flexibility of educational systems. For example, the work of Pischerskaya demonstrates that the rapid introduction of online learning in China made it possible to minimise the negative effects of the pandemic on the education system [11]. This confirms that crisis management should include not only response to challenges, but also strategic planning of future changes.

Thus, the literature on the topic of anti-crisis management of the educational process in pandemic conditions shows the diversity of approaches and solutions, which confirms the importance of a comprehensive and systemic analysis of this problem.

Based on the literature review and analysis of existing studies, several





hypotheses can be put forward regarding crisis management of the educational process in the COVID-19 pandemic. These hypotheses serve as a guideline for further investigation and testing in the course of the study.

3. Aim of Study

The aim of this study is to analyse the crisis management of the educational process in the COVID-19 pandemic and to identify effective strategies and methods used by higher education institutions to ensure the quality of education in the context of global uncertainty and digitalisation. It is expected that the results of the study will help to identify best practices and develop recommendations for educational institutions, which will not only help to cope with current crises, but also increase the resilience of educational systems to future challenges. The contribution of the study lies in the formation of a comprehensive approach to crisis management in education, as well as in the provision of science-based recommendations that can be used to optimise educational processes in conditions of instability.

The transition to distance learning in pandemic conditions improves the accessibility of educational services, but requires significant adaptation on the part of both teachers and students. This is confirmed by the research of L.Y. Gozman, who argues that distance technologies open new opportunities for education, but their effective use requires changes in the skills of participants in the educational process.

Anti-crisis management in the sphere of education, including elements of flexibility and adaptability, has a positive impact on preserving the quality of the educational process in conditions of global uncertainty. This is supported by many authors, such as Akaev D.I. and Kazakova T.V., who note the importance of continuous monitoring, risk assessment and the ability of educational institutions to adapt to new conditions.

Psycho-emotional state of students in the conditions of distance learning has a significant impact on their academic performance and motivation, which requires the development and implementation of anti-crisis strategies aimed at psychological support of learners. Studies, such as the works by Kononykhina O.V. and Fabrikant M.S., confirm that stress caused by the transition to online learning can have a negative impact on students' motivation and academic performance.

The COVID-19 pandemic exacerbated social inequalities in access to quality education, which required educational institutions to introduce additional support measures aimed at reducing these inequalities. A.R.





Zenkov stresses that the crisis period became a catalyst for the development of such programmes.

The flexibility of educational systems, as shown in international experience, can significantly mitigate the effects of a crisis, while successful crisis management requires not only operational action but also long-term strategic planning. This conclusion is supported by the work of Pischerska, who analyses the introduction of online learning in China as an effective response to the pandemic.

Thus, the hypotheses put forward are based on existing theoretical approaches and research in the field of crisis management of the educational process in pandemic conditions. These hypotheses will be tested and analysed in the course of the research to find out their validity and impact on the development of the educational system in the conditions of global uncertainty.

4. Scope and Methodology

In this study, several data collection methods including interviews, surveys and questionnaires were used to analyse the crisis management of the educational process in the COVID-19 pandemic. The study is based on data collected through semi-structured interviews with higher education managers and feedback from students and lecturers. The number of respondents in the main population was 2 heads of higher education institutions, 70 students and 30 lecturers. The sampling method was purposive, taking into account the diversity of educational institutions and their experience in organising distance learning in pandemic conditions.

A questionnaire was used to collect data, including questions related to key aspects of crisis management, implementation of new educational strategies and quality assessment of distance learning. The questions were designed to provide in-depth analyses of the strategies and approaches used. Semi-structured interviews allowed data to be collected in a standardised format, which simplified the process of comparing and analysing information. A thematic analysis method was also used to identify the main themes and categories that recurred in the respondents' answers and to structure the information obtained for further analysis.

Additionally, surveys and questionnaires of students and teachers provided a more complete picture of the perception of the educational process and the effectiveness of the implemented crisis management strategies. These data were used to assess how well educational institutions





coped with the transition to distance learning, as well as to identify problems and suggestions for improving the process.

The thematic analysis method was chosen for data processing as it was most suitable for identifying key themes and categories in respondents' answers. This allowed structuring the information and in-depth data analysis, which ensures reliable and valid research results.

5. Models

This study proposes a dynamic model that takes into account the key components of educational management during crises. The model includes organisational, technical, psychological measures and the influence of the external environment, which are integrated into a single system.

To analyze the effectiveness of anti-crisis measures in managing the educational process during a pandemic, a model of dynamic adaptation of the educational system (DAES) is proposed.

Symbolic model:

DAES = f(Org. measures, Tech. measures, Psychological measures, External environment)

- Org. measures – organizational changes (flexible schedule, distance learning formats);
- Tech. measures – technological infrastructure (platforms, digital tools);
- Psychological measures – psychological and pedagogical support (adaptation of students and teachers);
- External environment – pandemic factors (restrictions, morbidity, economic situation).

6. Hypothesis

The hypotheses of the study are based on the analysis of current research papers on education in crises and theories of crisis management. They suggest that the effectiveness of crisis management depends on the combined effects of adaptive learning systems, technological infrastructure, psychological support, and external constraints. The null hypotheses question the significance of these factors.

7. Findings and Interpretation

Heads of higher education institutions noted that the introduction of quarantine had a significant impact on educational institutions, forcing them to adapt to new conditions of educational services. The pandemic was not only a crisis, but also a kind of catalyst for change in the higher education





system. Universities had to revise their usual teaching methods and introduce new digital technologies, which created both challenges and opportunities for the development of educational processes. The first reaction to the coronavirus was quick: the Ministry of Education and Science sent letters recommending universities to provide distance learning for students. These recommendations led to the issuance of orders to establish coordination groups to ensure full operation of educational institutions during the pandemic, to switch to distance learning technologies, to ban mass events and business trips, and to strengthen control over the system of passes to dormitories.

With the transition to distance learning, universities are faced with the need to make online resources and digital platforms available to students and teachers. Virtual classrooms, videoconferences and interactive materials became an integral part of the educational process. Flexible class and exam schedules were introduced to accommodate individual student needs. However, not all teachers and students had the technical capabilities for effective distance learning, which became one of the main challenges.

Initially, teachers and students experienced difficulties in quickly adopting new learning formats. For example, many teachers did not have sufficient experience with digital platforms, which could reduce the quality of education in the first months of the pandemic. However, the situation improved significantly thanks to the recommendations of the Ministry of Education, as well as the adaptation of all actors involved in the learning process. The opportunity for students and teachers to familiarise themselves with new platforms and methods gradually emerged. The introduction of flexible online learning formats enabled universities to create more comfortable conditions for students, for example, allowing them to adjust their own schedules within the programmes offered.

One of the negative aspects of distance learning was the reduction of face-to-face contacts, which led to a deterioration of communication between students and lecturers. This is confirmed by the results of surveys, where almost 60% of students noted the lack of face-to-face communication as the main disadvantage of online learning, and 27% emphasised that they lost the feeling of belonging to the student group. In addition, social distance had an impact on the psychological state of the participants of the educational process. Teachers and students reported a decrease in motivation and deterioration of emotional state, which, in turn, affected academic





performance and engagement in the learning process.

The psycho-emotional state of the participants of the educational process has also changed significantly. To keep students motivated and engaged, universities organised consultations with psychologists, stress management trainings and activities to support emotional well-being. However, isolation and lack of live interaction has led to a decline in motivation and mental health for many students and lecturers. Research has shown that this transition has also affected the corporate culture of universities, which is an important element of student socialisation. For example, first-year students who were used to face-to-face interaction with lecturers and their peers faced problems in establishing contacts, which affected their integration into the university community.

Most universities tried to minimise these negative aspects by creating additional forms of support, including online events and trainings organised for students and teachers. Despite this, the issues of psychological adaptation remained important and needed to be addressed at the level of educational institutions and the state.

According to the results of surveys and interviews, universities used several criteria to assess the effectiveness of implemented crisis management strategies. These included student performance, feedback from participants in the educational process, student engagement, examination results and quality of technical support. Regular surveys helped universities to promptly make changes in the educational process and eliminate problems. For example, many universities responded quickly to technical failures in the systems and provided additional webinars for teachers on the use of new platforms.

One of the main trends identified in the survey was the growing popularity of online learning, which has become an integral part of further development of the higher education system. The introduction of online learning formats required teachers to master new methods, as well as to adapt teaching techniques to the distance format. Higher education leaders note that the quality of education at the beginning of the pandemic suffered due to the inexperience of both teachers and students in using new technologies. At the same time, they emphasise that the transition to the online format has opened up new opportunities for improving the educational process, such as increased accessibility of learning and the introduction of hybrid models.





In addition, in response to the challenges posed by the pandemic, many universities began to develop and introduce more affordable short-term educational courses, reflecting the changing needs of modern society and the labour market. This led to a growing interest in short-term educational programmes and courses that allowed for faster mastery of in-demand occupations. With the global changes in the labour market, there is a need for flexibility and speed in acquiring knowledge, which makes short courses attractive to students.

In terms of educational formats, the university introduced several types of learning: asynchronous, synchronous and blended learning. Asynchronous learning allowed students to study at their own convenience, synchronous - with simultaneous participation of teachers and students, and blended format combined both methods. All these formats allowed to significantly increase the flexibility of the educational process and meet the needs of different groups of students.

The main problems faced by HEIs in the transition to online learning were technical difficulties, such as lack of equipment and problems with Internet connection, as well as lack of methodological training of teachers to teach in the new conditions. The majority of teachers experienced significant difficulties in mastering the new technologies, which negatively affected the quality of the teaching process. This required active support for teachers and students, including training on digital tools and distance learning platforms.

37

According to the results of the surveys, teachers can be divided into four groups. The first group is teachers who are categorically against the use of distance learning format. They do not believe in its effectiveness and believe that it cannot replace face-to-face teaching. The second group are teachers who have actively used digital technologies and have successfully adapted to the online format. The third group are teachers who used a limited amount of technology before the pandemic but quickly adopted new tools. The fourth group are teachers who were unable to adapt to the new environment and remained within the distance learning format.

In addition, the study revealed the importance of developing specific programming skills and creating effective online courses that can fully replace traditional forms of education. Universities note that need to combine the efforts of IT specialists and educators to create such programmes. In order to develop quality online courses, it is important to take into account the requirements of students and teachers, as well as to be





oriented towards modern educational standards.

The pandemic has also significantly increased attention to the psychological well-being of students and teachers. The online learning format, despite its advantages, generally did not contribute to the creation of the usual social atmosphere of educational institutions, which negatively affected the psycho-emotional state of participants in the educational process. Teachers noted that many students, isolated from the usual social environment, experienced difficulties in adapting to the new learning format, which affected their academic performance and engagement. Psychological stress caused by the need to study under conditions of uncertainty also affected students' motivation and their ability to learn independently.

Studies have shown that one of the main factors affecting the psychological state of students was the lack of habitual structure and live communication with teachers and classmates. To solve these problems, universities introduced special measures aimed at maintaining the psycho-emotional state of students and teachers. Such measures include consultations with psychologists, trainings on stress management and mental health support, as well as online sessions on students' social adaptation, especially for first-year students.

One of the conclusions of the study is that successful adaptation to distance learning largely depended on the extent to which universities were ready to introduce innovative approaches in the educational process. Many universities in Kazakhstan, despite the difficulties and risks, were able to quickly restructure the educational process to meet the new requirements. For example, some institutions started using online course platforms that offered flexible schedules and personalised learning trajectories, which allowed students to continue their studies even in isolation.

However, as the survey among students and teachers showed, at the beginning of the pandemic not all participants in the educational process were ready for such changes. Technical problems such as unstable Internet connections, lack of equipment, and the need to adapt to new teaching methods were the main obstacles to a successful transition to distance learning. In particular, students who lacked the necessary technical support found it difficult to participate in online courses. This was especially true for students from rural and remote regions where access to quality internet remained limited.





In addition, an important point is that many teachers were not prepared for distance learning. The higher education system in Kazakhstan had long adhered to traditional teaching methods, and the sudden transition to digital learning required considerable effort from educators to master new technologies and methods. Even those teachers who already had experience with digital tools found it difficult to fully apply online methods. This also affected the quality of the learning process, especially in the first stages of the introduction of distance learning.

To address these problems, universities offered additional courses for teachers aimed at mastering new pedagogical technologies and platforms for online learning. Trainings were held on using virtual classrooms, creating and distributing online materials, and organising effective interactions between students and teachers in distance format. This allowed teachers to adapt more quickly to the new reality and improve the quality of teaching.

Analysis of the results of the surveys conducted among students showed that the majority of them had a positive attitude to the idea of introducing online learning, despite the initial difficulties. Particularly high interest was shown in hybrid formats, which combined elements of synchronous and asynchronous learning, as well as gave the opportunity to independently adjust the pace of learning depending on the student's individual needs and schedule.

It should not be forgotten that the COVID-19 pandemic had a significant impact on the system of assessment and control of knowledge. In the conditions of distance learning, universities were forced to revise the methods of student assessment. For example, traditional examinations were replaced by online tests, homework through specialised platforms, and alternative forms of control, such as project work or presentations. This allowed maintaining the quality of student assessment, but also revealed the need to further improve the methods of control in the remote learning environment.

In addition to the technical and methodological challenges faced by universities, organisational efforts were no less important for the successful transition to distance learning. Universities created special teams to quickly respond to emerging problems, providing continuous support for both teachers and students. These measures made it possible to minimise the negative effects of the pandemic on the educational process, as well as to create the necessary conditions to ensure that learning remained high-





quality and accessible to all categories of students.

A notable trend identified in the course of the study was the increasing role of the individualised approach in learning. In the context of the pandemic, many universities began to develop systems of personalised education that focused on the individual needs and characteristics of each student. This included the creation of flexible learning paths, choice of learning pace, and the ability to select learning materials that better suit individual learning styles.

In addition, an important result of the study is the identification of the positive impact of the introduction of distance learning technologies on the teaching staff. Teachers who have learnt new tools have become more open to using technology in their future courses, as well as to improve the effectiveness of the teaching process. This process was an important step in the long-term transformation of higher education in Kazakhstan, aimed at improving the quality of education and providing more opportunities for students.

In summary, it can be said that the COVID-19 pandemic was not only a serious challenge for the higher education system in Kazakhstan, but also an important catalyst for change. The measures taken, such as the introduction of distance and hybrid learning, the development of digital technologies and improved methodological training of teachers, have significantly changed the educational landscape. These changes can form the basis for further improvements in the education system aimed at wider access and higher quality of knowledge.

8. Discussion

The results of our study show that the COVID-19 pandemic has had a significant impact on the higher education system in Kazakhstan, causing fundamental changes in educational processes and the behaviour of participants in the educational process. Previously habitual forms of education were forced to quickly adapt to distance and blended learning. It is therefore worth considering our findings in the context of other studies and analysing the various factors that may have influenced the findings.

Firstly, the study showed that many students faced difficulties in adapting to distance learning. According to the surveys, one of the main problems pointed out by students was the lack of live communication, which certainly affected their motivation and academic performance.

At the same time, our survey revealed that many students and





teachers mentioned positive aspects such as the development of self-organisation and flexibility of learning, which allows students to receive education at a convenient time and place.

It is also interesting to note that many teachers noted a positive effect from the introduction of distance learning, which is related to the renewed role of the teacher. Teachers became not just lecturers, but tutors and counsellors, which allowed them to improve their methodological approaches. This phenomenon can be seen as a significant positive change that has long-term prospects for improving the quality of education.

Nevertheless, the results of our study show that not all teachers were ready for such changes. About 5-10% of teachers could not adapt to the new conditions of distance learning.

Thus, the results of the study confirm the need for further preparation of teachers and students for distance and blended learning, as well as the importance of developing infrastructure to support the educational process in crisis situations. This requires the development of specialised courses on digital technologies for teachers and students, as well as the improvement of the technical base for online classes.

In addition, it is worth noting the importance of psychological support for both students and teachers. According to our study, many participants of the educational process experienced significant psychological difficulties in conditions of isolation. This is confirmed in studies conducted in different countries, where an increase in stress and anxiety among students and teachers during the pandemic was also recorded. Psychological support, organisation of trainings on stress management and psycho-emotional state become important aspects of educational institutions in crisis conditions.

In conclusion, the results of our study show that despite all the difficulties and challenges caused by the COVID-19 pandemic, Kazakhstan's higher education institutions were able to adapt to the new conditions. Nevertheless, to further improve the quality of distance and blended education, additional efforts are needed to improve the digital infrastructure, faculty development and the introduction of psychological support systems.

9. Conclusion

The COVID-19 pandemic has significantly affected all aspects of human endeavour and higher education was no exception. In a short time, higher education institutions were forced to switch to distance or blended





learning. Quarantine measures introduced to contain the spread of the virus required radical changes in the forms and methods of teaching, ways of interpersonal interaction and systems of educational process organisation. The introduction of new learning formats has revealed both challenges and opportunities for further educational development.

According to the interview responses of the managers, higher education institutions in Kazakhstan have had to introduce distance learning using various web servers, platforms, resources and social networks in a relatively short period of time. This process required significant efforts from all participants of the educational process, but also opened new horizons for educational technologies and flexibility of the learning process.

The results of the survey indicated psychological problems among students, in particular, lack of live communication, inability to retake missed practical classes, significant increase in tasks, lack of time to complete assignments, obligations to fulfil family responsibilities, and limited access to a computer, as parents were also transferred to remote work. Teachers, in turn, noted difficulties in individual counselling of students, increased time for correspondence, and the need for more detailed explanation of assignments in the online format.

Nevertheless, according to the survey results, among the positive aspects of using distance learning, the overwhelming majority of respondents noted that the quality of distance education was not inferior to that of face-to-face education. Students emphasised the development of self-organisation and the convenience of learning anytime and anywhere, as well as equal access to educational resources regardless of place of residence, health or social status. Teachers, in turn, saw a renewed role for themselves as mentors and counsellors, which contributed to their professional growth and development.

Thus, the COVID-19 pandemic was a serious test for the education system, revealing the need for prompt and effective crisis management. The strategies applied by universities have shown their effectiveness in ensuring the continuity of the educational process and can serve as a useful experience for other educational institutions facing similar challenges in the future. An important conclusion is the need for further development and integration of digital technologies into the educational process, which will increase the flexibility and adaptability of the education system in the face of future crises.





10. Recommendations

For educational institutions:

- Develop and implement specialised programmes to train teachers in the use of online platforms and digital technologies to deliver quality distance and blended learning.
- Provide students with access to necessary technical facilities such as stable internet and modern computers, especially for students from remote regions and socially vulnerable groups.
- Strengthen psychological support for students and teachers, including the organisation of stress resistance trainings, online consultations with psychologists and activities aimed at improving the emotional state of participants in the educational process.
- Continue to develop and integrate elements of gamification and adaptive learning to increase student motivation and engagement and to personalise the educational process.
- Improve the quality and accessibility of technical support for students and faculty, including the establishment of 24/7 services to resolve technical problems.

For educators:

- Master new online methodologies and digital tools to ensure a high level of teaching quality in a distance learning environment.
- Use blended learning formats to provide a balance between synchronous and asynchronous learning, and integrate a variety of multimedia for deeper learning.
- Develop skills in organising virtual tutorials and communicating with students to provide a personalised approach to learning.

For students:

- Develop self-organisation and independent learning skills that will enable you to cope effectively with assignments in distance and blended learning environments.
- Actively use online resources and educational platforms to expand knowledge, regardless of the learning format.
- If necessary, seek help from teachers and psychologists to solve problems with the learning process or psycho-emotional state in a timely manner.

For educational researchers:





- To investigate the impact of distance and blended learning on students' long-term academic performance, especially in the context of different social and economic contexts.
- To explore the psycho-emotional aspects of distance learning, and to develop effective methods to support students and faculty experiencing stress and anxiety.
- Evaluate the role of new technologies such as artificial intelligence, virtual reality and gamification in creating effective educational processes in crises.
- To investigate the influence of technical and methodological factors on the quality of distance education, and to develop recommendations for improving educational infrastructure in the context of global challenges.





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64

MAKALE BAŞLIĞI	Crisis Management Measures in Educational Process Management During the Pandemic
SORUMLU YAZAR	Maiya MYRZABEKOVA
<p>1. Yazarlık hakkı aşağıdaki tabloda sunulan kriterlerden en az 3 tanesinde katkıda bulunmuş olmayı gerektirir.</p> <p>2. Tüm yazarların makale taslağını hazırlamaları veya içerik açısından önemli entelektüel ve eleştirel inceleme yapmaları zorunludur.</p> <p>3. Makalenin baskıdan önceki son versiyonunun onaylanması tüm yazarların sorumluluğundadır.</p> <p>4. Tüm yazarların ilk 3 maddede belirtilen koşulları karşılamaları zorunludur.</p> <p>5. Belirtilen katkı sayısı ve koşulları karşılamayan kişiler makalenin son bölümünde "Teşekkür" başlığı altında belirtilmelidir.</p> <p>6. Bu kuralları Council of Science Editors (CSE) ve International Committee of Medical Journal Editors (ICMJE) kılavuzları çerçevesinde oluşturulmuştur. Ayrıntılı bilgi için: http://www.councilscienceeditors.org/j4a/pages/index.cfm?pageid=3376 www.icmje.org/ethical/1author.html</p>	

KATKI TÜRÜ	AÇIKLAMA	KATKIDA BULUNANLAR (İsmi ilk harfi. Soyisim şeklinde: Örn: M. Yılmaz)
FİKİR/KAVRAM	Araştırma ve/veya makale için fikir ya da hipotezin oluşturulması	G. Seydullaeva: %33 Zh. Zhampeisova, %33 M. Myrzabekova %33
TASARIM VE DİZAYN	Sonuçlara ulaşmak için yöntemlerin planlanması	G. Seydullaeva: %33 Zh. Zhampeisova, %33 M. Myrzabekova %33
DENETLEME/DANIŞMANLIK	Proje ve makalenin organizasyonu ve seyrinin gözetimi ve sorumluluğu	G. Seydullaeva: %25 Zh. Zhampeisova, %25 M. Myrzabekova %50
KAYNAKLAR	Proje için hayati önem taşıyan personel, mekân, finansal kaynak, araç ve gereç sağlanması	G. Seydullaeva: Zh. %25 Zhampeisova, M. % 25 Myrzabekova M %50
MALZEMELER	Biyolojik malzemeler, reaktifler ve sevk edilen hastalar	G. Seydullaeva %33 Zh. Zhampeisova, %33 M. Myrzabekova%33
VERİ TOPLAMA VE/VEYA İŞLEME	Deneylerin yapılması, hastaların takibi, verilerin düzenlenmesi ve bildirilmesi için sorumluluk almak	G. Seydullaeva: %33 Zh. Zhampeisova, %33 M. Myrzabekova %33

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