



Features of the Purposes Formation of the Education Management System

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ABSTRACT

The article presents the analysis of purposes statement in higher education management. Currently, the ideas, about the economic education content, having received which, the person is able to continue to plan the career, are changing. The increasing recognition gets approach within which formation of key competences, design type of thinking, analytical skills, motivated aspiration to continuous self-education, self-improvement becomes the main objective of teaching and educational process that provides formation of competent experts with economic education and possibility of their further professional growth. Innovative processes in the economy in the last decade, stimulated in Russian society, the development of skills needs at all levels in the field of economy, capable of practical creative activity, initiative, enterprising, ready to solve non-standard tasks, problems and objectively analyzing the supply and demand in a market economy. The education management system objectives should be focused on addressing global psycho-pedagogical, didactic and methodological problems.

Keywords: Education Management, Marketing, Hierarchy of Management, Economic Education, Professional Competence

JEL Classifications: I29, I20, M11

1. INTRODUCTION

Management in education is the specific branch of management science, which incorporates the origins of pedagogy, psychology, sociology, organization, management and marketing. Education Management has its own specific and unique laws. Professional knowledge management are responsible for awareness of managers associated with the formation of three different management instruments:

- The organizations, hierarchies of management, the main means here is the person impact from above by means of motivation, planning, organization, control, stimulation and so forth
- Management culture, i.e., the developed and recognized by the society, the organization, the group of people's values, social norms and installations, features of behavior

- The market, the market relations, i.e., the relations based on the balance of the seller and the buyer interests.

Setting the education goals in general and the management of the educational process should ensure support, a sense of challenge and the joy of made development steps. The ongoing process of learning, aimed at developing the skills and knowledge is the most important tool of every modern manager, because the one-time events rarely cause the desired changes in behavior, so the work in this direction should be systematic.

The unique, inaccessible to human engineering ability to quickly orient themselves in a difficult situation can be realized only when it has sufficient qualifications and the necessary information (Egorshin, 2005; Chueva et al., 2016). The creation of such an "information service" is the main task of the control system.

2. LITERATURE REVIEW

The core of the problem-functional management is the focus, coordination and resolution of specific problems. Integration efforts of team members is not possible without control of translation based on coordination.

Large-scale economic reforms are carried out in Russia in the conditions of low efficiency of the economic system functioning, multi-scale economic crises, the fast raising need of the country citizens' welfare and satisfaction of their increasing requirements, social tension, and the need of elimination of serious lag for development of our economy from the leading world powers. In this regard, economic education of all levels experts, in the course of which economic knowledge is systematized, is of particular importance, the understanding of economic laws and processes of the economic transformations happening in our country is formed. The extensive experience, gained by the economics science, testifies that without comprehension of such economic laws as the demand law, the supply law, the decreasing profitability law, the increasing limit costs law, the requirements eminence law and some other; it is impossible to find today talent and ability to the purposes development, to define the reference points, to coordinate the workers' tasks and functions of any activity field. Therefore, for the development and effective solutions to economic problems in the future professional work is necessary in the course of the educational process to create conditions for the formation of key competences of future economists-managers. Competence content includes the system of knowledge and skills of information technology activities in the economic profession, and a formed willingness to solve professional problems, provided a positive attitude towards information technology activities in the economy sphere, the presence of a certain intelligence level and personality traits, assimilation cultural and ethical conduct in society and in the workplace. These requirements make creating pedagogical conditions of the key competencies formation in the training process of the future specialist with economic education. The labor market has high requirements not only to the level of theoretical knowledge of the future economist-manager, but to the professional preparedness for effective practice in enterprises and institutions with different organizational-legal form of ownership.

Today the special place in the content of the education management takes a willingness to use new information technologies and management process and implementation of educational process. Thus, it is necessary to consider that in the conditions of prompt development and expansion of the information technologies availability, simple broadcast of ready knowledge by the teacher to the student cannot lead to the demanded result. It also causes requirement of updating of the contents, methods and means of the teaching organization and educational process. Now economic education maintenance ideas, having received, which, the person is capable to plan the professional activity, further independently, change. The increasing recognition gets approach within which formation of key competences, design type of thinking, analytical skills, motivated aspiration to continuous self-education, self-improvement becomes the main objective of teaching and educational process that provides formation of competent experts with economic education and possibility of the further professional growth.

Education is one of the most important subsystems of the state social sphere providing the systematized knowledge, skills for their effective use in professional activity. The education system is a difficult social, economic, scientific, and technical complex of the Russian national economy. In the sphere of Russian education 22% of the Russian population are directly occupied, over 76 thousand educational institutions, the number of teaching structure more than 2,2 million people, total number of the studying more than 29 million people; annual graduation is more than 2,9 million people. Training has become one of the most important factors of economic progress. The quality of decision-making skills of managers and specialists of enterprises and organizations largely determine productivity, production efficiency and the rate of economic growth in Russia. Traditionally, the Russian office heads of educational institutions occupied by the engineers or the humanities, and their lack of knowledge of modern management, marketing and economics defined the trends shaping the corresponding demand for professional education market. Problems of the education management successfully studied such scholars as the Egorshin Alexander Petrovich-Doctor of economic sciences, professor, honored worker of science of the Russian Federation, Rector of the Nizhny Novgorod Institute of Management and Business, well-known scientist in the field of management and education. Trained in the large foreign companies and the leading business schools in the USA, Great Britain, Germany, Spain, Belgium, Italy, China. A.P. Egorshin is the author of more than 280 publications, including 14 textbooks and manuals, 9 monographs. The most known works: "Human resource management" (1997, 1999, 2001, 2003, 2005), "Management, marketing and economy of education" (2001, 2004), "Motivation of work" (2003, 2006), "Strategic management: Region, city, enterprise" (2004, 2005), "Ethics of business relations" (2005). Kucherenko Vladimir Ilyich-Doctor of Engineering, professor of Marketing Department of the Nizhny Novgorod Institute of Management And Business since 1996. The author of more than 230 scientific and methodical developments, including the textbook "Management, Marketing and Economy of Education" (2001, 2004), "Marketing" (1999), "Behavior of consumers" (2001). The Executor of research development "Market research of professional education" (1999-2004) (Litvinova, 2006; Kobersy et al., 2015; Kobersy et al., 2016; Valencia and Cázares, 2016).

The references analysis showed that in recent years a number of researches in the field of economic education in the following directions is executed:

- Models creation of the process organization of economic education in secondary schools
- Youth focus on economic specialties
- Training of the future experts of the economic profile in the higher educations
- The expert personal development in the economy sphere.

Based on the literature analysis and the experience in the economic education field, it is possible to conclude that it is based on the idea of the need to design such pedagogical learning environment (Egorshin, 2000; Koç et al. 2016), in which the content of the

educational process would be focused on the professionally significant qualities development of the person: Competence, responsibility, mobility, flexibility, adaptability, competitiveness.

3. MATERIALS AND METHODS

Innovative processes in national economy stimulated in the Russian society the development of need for all levels qualified specialists in the field of economy, capable to practical creative activities, non-standard tasks, initiative, enterprising, ready to the decision, the arising problems and objectively analyzing supply and demand in the conditions of market economy. The management system purposes of education have to be directed on the solution of global psychology and pedagogical, methodological and didactic tasks, such as:

1. Future specialist at the Polytechnic Institute in the design of educational activity must obtain not only the necessary set of knowledge, skills and experience, but to master the professional competence through the formation of key information technology competencies, allowing to provide socialization and confident entry into the self-employed life.
2. Solution of the formation problem of key information technology competencies economics graduate Polytechnic Institute requires the purpose definition of the expert-economist, the selection principles of the training maintenance, the establishment of functions and pedagogical conditions of the process, the teaching disciplines development of information and support systems of the technological cycle.
3. Professional specialist training should be based on the humanization idea of the educational process of the Polytechnic Institute, directed not only to master the professional knowledge and skills (Oleinikova et al., 2016), but on the formation of motivational and valuable relation to the chosen profession, the personal qualities of the future expert in economics. The leading idea is the orientation of the educational process in the development of the economic profile future expert in the process of preparation for professional work. Thus, it is meant that any quality of the personality possesses property of integrity and represents the difficult system that is responsible for performance of the corresponding functions in activity of the person.
4. Formation of information-technological competence of the student is defined as the individual holistic property, focused on continuous self-improvement, self-education, intellectual and practical activities. The structure of the key information-technological competence consists of four interrelated components: Content-evaluation, motivation and strong-willed, socio-cultural, professional and personal.
5. Formation of key information and technological competences needs to be carried out according to the developed and tested scheme, for example, to three stages. At the first stage students adapt for the studying conditions of new information technologies, they learn to find necessary information, to apprehend it, to process and keep. Higher quality of information and technological preparation is provided at the second stage. It is characterized by higher level of professional qualities of the personality. At this stage, the development of informative abilities of the student allows

to acquire independently the necessary knowledge and to investigate objectives with use of computer technologies. There is a commitment and a practicality, abilities to analyze the gained knowledge and to apply them in future professional economic activity develop. At the third stage of formation of the key information-technological competences ability to independent, creative work, ability to model, plan the activity and to solve practical problems develops. Use of the personal computer and computer programs imitating real professional situations of future practical activities develops creative thinking.

6. It is necessary pedagogical conditions of formation of key information-technological competencies in the design and training activities of the Polytechnic Institute, which is a system of teaching psychological and pedagogical, organizational and pedagogical conditions, allowing step-by-step to achieve learning objectives.
7. When developing technological model of the information and technological preparation process, it is necessary to use the following principles of the educational process organization (Weichbrodt, 2015): Professional orientation, subjectivity, problematical character, communicativeness, active training, interdisciplinary. It will determine the process efficiency of formation of key information technological competences, and the training compliance of the graduate by requirements to professional economic activity in market conditions.
8. It is necessary to develop the criteria and indicators system for assessing the effectiveness of the key components formation of the information and technological competence of the future manager economist. Thus it should be taken into account: The attitude to the chosen profession (professional interest, ability to overcome barriers to professional activity); volume, depth of knowledge, strength, mobility, breadth of professional knowledge transfer (Banslova, 1999); degree of professional activity skills formation; readiness for professional collaboration; awareness of social status and professional image of the economic profile, the presence of a highly professional-significant qualities of the economist.
9. During the educational process planning, it is necessary to determine the content of the formation level of the key information-technology specialist competence in economics-low, medium and high. The high level is determined by the pronounced interest in professional activities, the desire for professional development, understanding of the priorities and guidelines of future profession. A student, who has reached this level, has in-depth fundamental knowledge of economic laws, categories, the modern economy rules and the ability to use them; extensive use of economic knowledge in the conditions close to actual professional activity; he formed an integral relation to economic reality, a high level of economic thinking, he is focused on the use of new information technology programs, samples, models, so such expert can be competitive on the labor market.

4. RESULTS AND DISCUSSION

Depending on the system level, there are the following management types in education:

- Strategic Management of Education (Education goals control)
- Process management (development management, operation management, innovation management, etc.)
- Organizational management or control of structural reforms.

The main modernization principles of the Russian education system in the modernization concept have been identified and claimed the next three, namely, increase:

- Quality (of education)
- Availability (of education)
- Effectiveness (of educational system).

Respectively, the following has to become the modernization main directions of the education control system:

- Quality management
- Management of availability
- Management of efficiency.

Effective educational process is impossible without constant development of teaching methods, process management training and education of the student, without the formation of general and professional competences.

The formation criteria of key information technology competence of the modern manager must reflect the basic laws of the identity formation process. Furthermore, using criteria determined communication between all components of the system under study with the proviso that the quantitative indicators should concretize quality indicators. Criteria have the general character in comparison with indicators; indicators are closely connected with procedures of concrete measurements. The system of criteria and indicators of formation of key information technological competences of the economic profile future experts offered by us-managers was developed based on the estimation system-rating. Such components are: Substantially-estimated, motivational-volitional, socio-cultural and professional-personal.

Proceeding from this logic, we also presented structure of information and technological competence in the form of four integrated blocks or components: Substantially-estimated, motivational-volitional, socio-cultural and professional-personal.

When forming such structure, we proceeded not only from requirement to simplify the results assessment procedure of our activity, and increase its reliability, but the correlation need of the assessment criteria of the student educational activity accepted in system HE (knowledge level, student abilities, interaction with participants of educational process, etc.), with criteria of the employee activity assessment on production (availability for service, discipline, enthusiasm for work, independence in the solution of the tasks set by the management, etc.). In this case the content that we defined earlier, somewhat differently distributed between the blocks of the new structure.

Substantially-estimated component (block) of information technological competence of the economic profile future expert-the manager includes the following: The information and technological knowledge system necessary for continuation of education,

professional development, retraining; abilities to use the gained knowledge in the training course and in practice; experience of creative search, assimilation and application of special knowledge. This component defines: The proficiency level in the economic theory, knowledge of economic and information and technological categories, laws, rules of modern economy, ability of their transfer from one object of activity to another; possession of the latest methods for carrying out economic monitoring by means of the computer; possession of interdisciplinary knowledge; ability to forecasting; flexibility and variability economic and information-technological thinking.

The socio-cultural component of the information-technological competence maintenance represents the valuable relations system to the society important purposes and expresses degree of formation of the general and professional culture, intelligence of the personality in the course of professional formation. Readiness for professional cooperation represents important part of the contents socially-a cultural component of professional competence and includes the following: Ability of business and interpersonal communication (ability to define a social psychological state of collective, ability to listen and listen attentively); ability to warn and resolve the conflicts (ability to define and anticipate conflict situations, to reduce aggression); ability of cooperation (organization of joint activity, assessment and analysis of activity results). Understanding of the social status and image by future expert-the economist-the manager is confirmed by existence of formation of the making key information and technological competences and includes labor, intellectual, analytical, common cultural qualities, and positive image of the expert.

The professional-personal component of the information and technological competence formation expresses the degree of the trainee need to update the knowledge for continuous self-improvement, and its ability to application of new knowledge in practice. The professional-personal component defines: The priority directions of knowledge assimilation, aspiration creatively to apply the acquired abilities and experience, to update and fill up the gained experience, economic knowledge (Vankina and Kucherenko, 2006); readiness to keep accounting and the activity analysis of the economic subject, the organization and management of the entity economic activity, control implementation and auditing activity, financial condition estimation of the economic subject; ability to use modern means of information technological communications; skills of drawing up financial and in-house documents using a computer.

The motivational-volitional competence component characterizes the belief in the need to acquire the knowledge, skills, focus on tasks and solve them in practice, mastering the skills of creative approach to the knowledge application. The motivational-volitional component determines competence: Value attitude to the chosen profession (professional interest, the ability to overcome barriers to professional activity); volume, depth, strength, mobility, breadth of transfer of professional knowledge (economic theory, economic categories, laws, rules of the modern economy, information technology knowledge and skills); degree of the professional activity skills formation; readiness for professional

collaboration; awareness of social status and image specialist economic profile. The motivational-volitional component is characterized by relevance to the future profession, which is associated with the decision realization correctness to become the economist; professional interest formation; rationality of action in the choice of the future profession economist; the ability to make a rational contribution to economic activity in the specialty; the ability to overcome obstacles in their professional activities.

To be noted that, first, the formation of each of the interconnected components occurs in the single training-educational process; second, the formation of each of the components takes place in several stages at each of which certain tasks are solved.

Having defined stages and structure of the contents of the information-technological competence we can come to the criteria definition. Criteria will be the formation degrees substantially-estimated, motivational-volitional, socio-cultural and professional-personal components. These criteria we will call local. Integrated criterion is the degree of the information-technological competence formation in general. It is defined by the set of local criteria.

More precisely, we cannot define integrated criterion since it submits the qualitative characteristic of the student identity and is not the simple algebraic sum of the local criteria. However, we can establish an integrated indicator through the algebraic sum of local indicators.

The local indicator of the local criterion is the ratio of students who have reached a certain level of formation of content-evaluation, motivational-volitional, socio-cultural or professional-personal components of information-technological competence, the total number of trained students (actually took part in the pedagogical experiment).

Introduction of indicators creates the preconditions for the quantitative evaluation of the results. However, before the start it needed to determine the content level of development of the information-technological competence individual components.

5. CONCLUSION

The management purposes in education are the national specifics, can change according to regional, temporary, profile features. Many things depend on the concrete level of training programs. Therefore, the management in professional education realized in higher education institutions and colleges can be directed on increase of the development efficiency by the students of various applied skills. If it is about the educational process at comprehensive school, introduction corresponding the appropriate management practices can be caused by need of more effective expenditure of budgetary funds-for example regarding purchase of materials, working hours' distribution. The application purpose of these or those administrative approaches can be caused by

need of innovations introduction for the education system. This initiative most often is followed by a certain expected positive results. Most often involvement of innovative methods of pedagogical management is connected with the solution of this or that problem, which is characteristic for the education system in general, of the specific training program or reflects specifics of separate educational institution. It is quite possible that the purposes of the pedagogical management concepts introduction will be localized, that is directed on achievement of result within a concrete lesson, a series of occupations or the training program of separately taken subject.

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