

# ЕКОНОМІКА ТА УПРАВЛІННЯ

УДК 377.35: 378.1

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## STRATEGIC MANAGEMENT TRAINING OF FUTURE SPECIALISTS IN THE SYSTEM OF HIGHER EDUCATION: CONCEPTUAL BASIS

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## СТРАТЕГІЧНЕ УПРАВЛІННЯ ПІДГОТОВКОЮ МАЙБУТНІХ ФАХІВЦІВ У ВИЩІЙ ШКОЛІ: КОНЦЕПТУАЛЬНІ ПІДСТАВИ

**Purpose.** Strategic management model for the development of vocational training in higher education establishments.

**Methodology.** Theoretical: theoretical and methodological analysis, theoretical modelling and designing. Empirical: experience generalization in the application of the system, activity, competency, synergetic and cultural-based approaches.

**Findings.** There has been developed a conceptual model for strategic management based on the vast experience analysis and generalization for management training of future specialists in higher education establishments.

**Originality.** In accordance with market demands, a conceptual model of strategic management for professional training of future specialists is developed, which decides the challenge of increasing the quality of highly qualified personnel training in higher education establishments more efficiently. It presents the methodological basis for the theory and practice of strategic management training of specialists. It also gives the characteristics of structural and substantive basis of the model of strategic management in higher education establishments. Managerial and pedagogical conditions of effective strategic management training are developed, including educator instruction and managerial support in higher education establishments. Thus, an attempt to justify the strategic management training in higher education establishments enriches the theory of management training of modern specialists. Perspective directions of changes in the training management system in higher education are defined.

**Practical value.** The results obtained in educational and industrial practice will improve the effectiveness of innovative development of highly qualified specialist training. The study records can be used in practice for designing modern control systems, and developing the training and professional refreshment of administrative and managerial staff at the university.

**Keywords:** *higher education establishments, strategic management, training of future specialists*

**Introduction.** The paradigm of strategic management training is rather a nascent than current practice to identify strategic priorities for the development of education system in general, the place and role of higher education establishments in social and eco-

nomie reforms, the defining of the consumers' needs of educational services. In this regard, it is necessary to study the governance in higher education establishments, in which tactical issues are realized rather than strategic ones. These strategic objectives of vocational education development are determined by the formation of a competitive labour market and the corre-

sponding educational services, the insurance of the development of promising areas for professional training of future specialists setting the stage for “lifelong learning”, as well as the preservation of all functional levels of professional education.

In this context, our study aims at resolving the contradiction between the needs of the society and production for highly qualified specialists and providing training in higher education establishments. The appeal to the problem of management training in the system of modern higher education establishments, marking its most important areas of modern scientific knowledge is the result of the growing importance for the quality in the production, education, and society as a whole [1]. The multidimensional nature of the given phenomenon has actualized the variety of approaches to its analysis, identified the understanding that the university training requires an interdisciplinary study that is based on objective factors and stages for effective strategic management of this process.

To manage the process of vocational training in higher education establishments with a wide participation of students in the real market and research is possible on the system-based (T. A. Ilina, F. F. Korolev, L. A. Petrushenko et al.), the activity (A. N. Leontiev, S. L. Rubinstein etc.), the competency-based (V. S. Yelagina, I. A. Zimnaia, A. V. Khutorskoi, etc.), the synergetic-based (V. I. Arshinov, E. N. Kniازهv, V. Fomenko etc.), the cultural-based (V. S. Bibler, I. F. Isaiev, M. S. Kagan etc.) approaches. The given approaches in the management of educational systems make it possible to establish and improve the system objects that take into account the nature-aligned self-management of the object, incorporating cultural basics in the management of professional training in complete pedagogical process. Thus, the study problem is how to organize the process of professional training of future specialists as an integrated system to meet the requirements of today’s labour market based on the conceptual model of the strategic management at the university.

**The research analysis and publications.** The works of many scientists have been devoted to the problem of management in social systems. Thus, the issues of development of educational systems and formation of continuous professional education are considered in the works by S. I. Arkhangelskyi, V. P. Bepalko, N. V. Kuzmina, and A. G. Molibog etc. The general scientific level of methodology is defined by system-based (B. S. Gershunskyi, Y. A. Konarzhevskyi, N. V. Kuzmina), activity (A. N. Leontiev, V. S. Vygotskyi, T. I. Shamova and others), cultural-based (V. S. Bibler, B. S. Gershunskyi, V. A. Slastenin etc.) approaches to the study of this phenomena. The conceptual ideas and some theoretical views of the competency-based approach in higher education in Russia and Ukraine are developed by L. V. Yelagina, I. A. Zimnaya, V. S. Ponomarenko A. V. Rodionov, A. V. Cherkasov [2, 3], and others. The search for ways of teaching and organization of professional and research activities in professional self-determination is reflected in the works by N. M. Borytko, O. V. Dolzhenko, E. F. Zeer, G. V. Ma-

kotrova, E. N. Musayelyan, V. A. Romanov and others. A significant contribution to the development of the management theory have been made by A. P. Averianov, G. A. Bordovskyi, D. M. Gvishiani, V. A. Kalnei, V. S. Lazarev, D. Sh. Sailor, V. P. Panasiuk, M. M. Potashnik, A. I. Subetto, T. I. Shamova and others.

A series of studies has been made on the creation of optimal models and technologies for administrative activity (L. V. Verzunova, T. M. Davydenko, V. L. Kondakov, N. P. Kapustin and others). The use of educational technology outsourcing in the teaching process is considered in the works by V. N. Kormakova. The above-mentioned authors state that the development and implementation of the optimal model of management, which is based on the integrated use of management technologies, will certainly improve the quality of vocational training. The special direction is the study of personality of a future specialist, the training of engineers and skilled employers. Various aspects of this process are reflected in the studies of M. V. Andreeva, N. N. Davydova, V. N. Kormakova, A. V. Mikhailov, V. A. Fedorov, T. M. Shchekhlova and others.

The creative nature of educational and professional activities of university learners has resulted in the choice of approaches to the development issues of strategic management training of highly qualified specialists. It allows creating optimal conditions for professional and personal development of future specialists, the formation of an individual educational course, improving the quality and effectiveness of educational, professional and research activities of young people.

**Unsolved aspects of the problem.** Modern production demands high-qualified specialists. In order to increase the productivity a modern specialist has to know the principles of organization and management at enterprises, the latest models of equipment, should be skillful in the field of electronic systems, production technologies, technical and intellectual services, robotic systems. Nowadays, it is impossible to imagine a modern production without the development and implementation of innovative projects. To this extend, the expert must master modern information resources, computer technology and programs, be proficient in a foreign language, which, in turn, allows creating new technologies in the future.

It is known that appropriate staff should accompany the implementation of modernization tasks of production. However, the available number of specialists does not always solve the problem of providing high-quality enterprises with highly qualified personnel: for example, “... only 35 % of engineering positions are occupied by the specialists of higher education” [4]. However, there has been some increase in the interest of young people to work in the field of high-tech jobs in recent years [5]. This is due to the increasing demand for such specialists in the labour market. Nevertheless, within the strategic development of high-tech industries lack of professionalism of staff has been observed. In this regard, it became necessary to address the problem of improving the quality of training specialists for various branches of production, to develop new models corresponding to this process. Strategically well-organized management

will ensure the necessary and sufficient quality training of highly qualified personnel in accordance with the requirements of modern production, consolidation of university graduates in the chosen work.

**Objectives.** Vocational training of future specialists in higher education establishments gives unlimited opportunities for the development of economy in the country. It is a prerequisite for technological progress through the development of production and educational clusters. A successful implementation of these possibilities becomes real in a system of organization of vocational training which is based on the choice of optimal control models and technologies. The authors' experience in the system of higher education and qualitative analysis of the outputs allow us to say that the possibility of training in higher education establishments is not always implemented systematically. Conceptual issues of the development and the use of new organizational forms, the methods of stimulation, the legal framework, and the process management practices are still unsolved. The significance of the problem is increased in the continuous professional and personal self-determination of future specialists, the formation of their professional culture, the creative development of their potential in educational, professional and research activities [6, 7]. This, in turn, has the prerequisites for a successful career in the future in determining the optimal training control mechanisms included in the educational cluster [8 etc.]. Therefore, this paper aims at opening some of the conceptual bases of theoretical model of strategic management of professional training for future specialists in high school.

**Presentation of the main research.** The strategy of training management for future specialists in higher education establishments is to be created on the needs of modern labour market and socio-cultural environment in which the value is represented by the reproduction of cultural values, the quality of knowledge and skills, the establishment of high-tech industries, the availability of production by the competent staff [9]. In a qualitatively arranged scientific and educational process in high school, the relationships of professional cooperation and social partnership are realized rather than the "provider of knowledge – the consumer of knowledge" relationships. These relationships result in a new level of professional competence of the subjects of the educational process, of their activity and professional position, of the qualities of future specialists (creativity, innovation, mobility, flexibility, dynamism and constructiveness), complex intellectual products.

Such conditions require a mechanism for determining the main tasks of training, the study of principles and laws for functioning of educational organization, the study of organizational innovation and content directly in the educational and control processes. It implies fundamental research in the field of social management, including educational systems based on the integration of new approaches to solve this problem by means of management mechanisms of strategic nature.

Strategic management of professional training of future specialists at university is a complex dynamic

system which is based on the principles of the system, activity, competency, and cultural-based approaches. These approaches accumulate perspective directions for vocational training development in higher education establishments.

The training management strategy for future specialists in higher education establishments provides a new research course for improving the efficiency of higher education through the conceptual basis of getting its new quality through the definition of its content based on socio-cultural indicators of the quality of vocational training. It means the integrative unity of personality, activity in the system of "future specialist personality"; the priority of cultural constituent within the "training" system; the consideration of modern labour market demands. These conceptual bases allow us to consider the training in the educational environment as a way for a person to develop by mastering the general cultural and professional competences.

The theoretical and methodological basis of strategic management of educational systems includes:

1. The principles of control theory, which enables to define the conditions of an administrative decision and its implementation, and the evaluation of decisions in the field of strategic management of vocational training through the definition of its content on the basis of socio-cultural indicators. It includes the basic principles of strategic management of future specialists in higher education establishments (focus, consistency, efficiency), which define the requirements for the strategic management (scientific, balanced development, integrity, predictability); b) the principles of the system in strategic management training (integrity, hierarchy, evolutionism), which define the system requirements of the strategic quality management training (resistance, adaptability, openness, rationality); c) the principles of strategic management process training (continuity, repeatability, dynamic principles, and optimality), which define process control requirements (efficiency, effectiveness, adaptability) [10].

2. The objective laws of management training in higher educational establishments are: a) the integrity and unity of the control system that generates a high level of emergent; b) the non-linear nature of the vocational training management in higher educational establishments which involves topological organization of administrative influence; c) the nature of value-management training at university which involves the need to improve management of the subjects of personal responsibility and professional skills; g) the predictive value of management training involves the polyphony of control actions to timely identify and correct possible deviations in the process of training; d) the integrative value of management training [1, 8, 10].

The model of strategic training management in higher educational establishments is based on the integration of factors that organize the management system, conditioned by the temporary transfer of subjectivity and quantifiable factors in their qualitative counterparts, corresponding to the values of the intensity qualities, creating a mechanism to convert any signs to

a single base – quality. It consists of three blocks. The first block includes methodological approaches developed in the theory and practice of management, which is used for specific tasks aimed at a positive qualitative change of the educational factor. Methodological bases at the strategic, tactical and factor levels present the second block of the strategic management model at university. The third block of management training within the university system of values is represented by the essence of components and factors of professional training of different nature.

The strategic management of quality training at university can be implemented taking into account the specific organizational and pedagogical conditions, which involve the development of information and organizational support for management activities. In these conditions, the developed information framework for the strategic management of training is used as a comprehensive means to improve it. An essential feature of the effectiveness of information support of the strategic management of training system is the ability to provide a problematic interpretation of information from the control subjects (personnel management, university staff). Among the procedures of information support for the quality management of higher education, benchmarking is the most effective [10].

The organizational support for the strategic management of training should take into account the following ideas:

- to eliminate the duality of the organizational structure it is necessary to target the structural units of the university for the implementation of strategic objectives;

- rector's control functions should be shifted to the zone of planning and analysing the results, the functions of administration services should be displaced to the zone of qualitative implementation of continuous improvement of its activities;

- the transformation of the management culture is to begin with a change of priorities – the consideration of information support should precede considering the material and energy issues;

- each academic course acts as a “provider” and “user” simultaneously, that is, every teacher puts demands on the quality of teaching “other” subjects and satisfies the requests of teachers regarding the quality of their activities.

An important factor of the strategic management is its psychological support. It includes psychological climate and the dominant style of leadership in the team, the motivation of professional activity in strategic control, management innovation, the formation and development of corporate culture, conflict management, security management, support staff efficiency, an objective assessment of all services and departments, training and professional development of teaching staff, willingness to work, goal-setting, planning, organization, and control.

Simulation of the strategic management system of vocational training in higher educational establishments includes the following steps: 1) structuring (formation of basic controls); 2) composition (formation

of a general structural control scheme); 3) regulation (establishing of control actions).

Strategic management process begins with the formation of a vision (vision of the future of an educational institution is necessary for long-term forecasting of management process subjects), a mission (the university mission, the success criterion in achieving the goals) and strategic goals (the level to be achieved). The choice of objectives and a strategy involves the analysis of the strategic situation, in which a particular institution is, and includes the analysis of the socio-cultural environment and the control for (self) examination (analysis of strengths, weaknesses, values, and possible university risks (it is carried out by internal and external experts)). In the following steps of the strategic management it is possible to develop strategic directions for the development of the institution, i. e., to determine the optimal way to achieve the goals: for instance, concentrated, and (or) an integrated growth, diversification, targeted reductions. In the further step, which provides the implementation of the strategy, a plan is developed to implement the strategy, and the resourced content of the work is defined at the final monitoring stage, where the effectiveness of the proposed measures is assessed [ 8, 10 and others].

One of the conditions for successful strategic management of the training process in higher educational establishments is a pre-structuring of existing information. According to I. M. Badayan, there are four classifications to be used. Initially, the information is divided into external, internal and corporate, including various regulatory provisions and contractual nature, defining the relationship of the university with the institutions that are involved in education (educational, scientific and industrial) cluster analysis of the effectiveness partnership. Next, the chosen information is structured in the key areas of methodical, research and innovation activities of the university. Furthermore, a set of normative and real representations of educational process subjects regarding the processes which occur, their consequences and possible ways of correction is determined. The last step intends to add reports on completed research, innovation, memoranda, students' and teachers' opinions to the information base [10]. The information collected can be used to the full extent while implementing the algorithm for calculating the quality of the institution, which includes indicators of quality processes in the following blocks: “University management”, “Development planning”, “Cooperation with social partners”, “Data and information analysis”, “Human resource management”, “Resource management”, and “Educational process monitoring”. Thus, it can be possible to assess the readiness of a higher educational establishment to act in the system of strategic management training.

The key role in the information support for strategic management system is given to educational benchmarking and outsourcing. With the help of outsourcing and benchmarking, the university can implement the concept of “continuous improvement” of professional training of future specialists. The strengths of the information



support for strategic management training include the ability to provide the information from control subjects (managers, quality service, and the teaching staff).

Strategic management training provides the need for orientation for all university departments (institutes, faculties, centres, scientific laboratories, etc.) to implement the mission and strategic goals of the university. The rector, vice-rectors and their services should not interfere with the activities of major subdivisions after the short-term goals are defined, i.e. administration control functions should be shifted to the zones of planning and analysing the results, and the functions of administration services should be moved to the area of qualitative implementation of standard processes and improving their operations. Some changes also occur in staff teams: each teacher makes demands on the quality of teaching “other” subjects and satisfies the requests of teachers regarding the quality of their results.

The structure of the university, based on the strategic management of professional training for future specialists should distinguish basic and related structural units (basic ones are focused on the implementation of the university’s mission, the related ones are focused on maximum satisfaction of the basic units’ requests). It also distinguishes the Quality Control Board which includes leading university professors, and Education quality control centre as a coordinating unit, the structural elements of which may include the following departments: strategic planning, statistical quality control, projective management, outsourcing, benchmarking, electronic technology, and staff training.

The implementation of the university development strategy and the assurance of training quality of graduates will only be effective if all the students and university faculties are motivated. For this purpose, it is necessary to organize additional training upon professional quality control programs. Moreover, it is efficient to include, for example, the work (group and (or) collective) with staff to optimize the corporate culture; the work on developing pedagogically appropriate relationships in a team; the work to create a positive image of the university teachers; methodical seminars on the quality of educational technologies. In addition, the choice of educational activities, scientific seminars on the problems, and scientific conferences on the problem can be included.

Socio-psychological and pedagogical maintenance of strategic management of professional training at university involves the management of social development of the educational institution; positive psychological climate; democratic leadership in a team; motivation of professional work in a strategic management mode; project management; innovation management; the formation and development of corporate culture; conflict management; an objective assessment of work; systemic personnel training, and willingness to adapt to the professional activity in a strategic planning mode. Taking into account all the aspects in the implementation of the strategic management at university can improve the quality of all the components of the educational process and its result, i.e. the quality of professional training.

**Conclusions and recommendations for further research.** The study results are the base for the development of management training for future professionals in the system of higher education. The developed conceptual model of the strategic management of training process, the study of the support system of the process based on the procedures of examining and implementing mechanisms of introducing strategic management for professional training of future specialists to the education of the professional organization can reveal promising directions for future research in the higher education system.

Further development of the concept of the strategic management system for training in high school is possible, in our view, in the direction of considering challenges of technology upgrades of professional training for future specialists; the development and validation of diagnostic information and strategic management systems that integrate socio-cultural indicators of vocational training quality.

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**Мета.** Розробка моделі стратегічного управління професійною підготовкою у ВНЗ.

**Методика.** Теоретичні: теоретико-методологічний аналіз, теоретичне моделювання та проектування. Емпіричні: узагальнення досвіду застосування системного, діяльнісного, компетентнісного, синергетичного та культурологічного підходів.

**Результати.** На основі аналізу та узагальнення накопиченого досвіду управління професійною підготовкою майбутніх фахівців у вищій школі розроблена концептуальна модель стратегічного управління цим процесом.

**Наукова новизна.** Розроблена з урахуванням вимог ринку праці концептуальна модель стратегічного управління професійною підготовкою майбутніх фахівців, що дозволяє більш ефективно вирішувати проблеми підвищення якості підготовки висококваліфікованих кадрів у ВНЗ. Представлені методологічні основи теорії й практики

стратегічного управління професійною підготовкою фахівців. Дана характеристика структурно-змістовних основ моделі стратегічного управління професійною підготовкою. Розроблені організаційно-педагогічні умови ефективного стратегічного управління професійною підготовкою, що включають педагогічне інформаційне та організаційне забезпечення діяльності управління у ВНЗ. Здійснена спроба обґрунтування системи стратегічного управління професійною підготовкою у вищій школі, що збагачує теорію управління якістю підготовки сучасних фахівців. Визначені перспективні напрями перетворень у системі управління професійною підготовкою у вищій школі.

**Практична значимість.** Використання отриманих результатів в освітній та виробничій практиці дозволить підвищити результативність інноваційного розвитку системи управління професійною підготовкою висококваліфікованих фахівців. Матеріали дослідження можуть бути використані у практичній діяльності для проектування сучасних систем управління стратегічного характеру, розробки змісту підготовки та підвищення кваліфікації професорсько-викладацького та адміністративно-управлінського апарату у ВНЗ.

**Ключові слова:** вища освіта, стратегічне управління, професійна підготовка майбутніх фахівців

**Цель.** Разработка модели стратегического управления профессиональной подготовкой в ВУЗе.

**Методика.** Теоретические: теоретико-методологический анализ, теоретическое моделирование и проектирование. Эмпирические: обобщение опыта применения системного, деятельностного, компетентностного, синергетического и культурологического подходов.

**Результаты.** На основе анализа и обобщения накопленного опыта управления профессиональной подготовкой будущих специалистов в высшей школе разработана концептуальная модель стратегического управления этим процессом.

**Научная новизна.** Разработана с учетом требований рынка труда концептуальная модель стратегического управления профессиональной подготовкой будущих специалистов, позволяющая более эффективно решать проблемы повышения качества подготовки высококвалифицированных кадров в ВУЗе. Представлены методологические основы теории и практики стратегического управления профессиональной подготовкой специалистов. Дана характеристика структурно-содержательных основ модели стратегического управления профессиональной подготовкой. Разработаны организационно-педагогические условия эффективного стратегического управления профессиональной подготовкой, включающие педагогическое информационное и организационное сопровождение деятельности управления в ВУЗе. Предпринята попытка обоснования системы стратеги-

ческого управления профессиональной подготовкой в высшей школе, обогащающей теорию управления качеством подготовки современных специалистов. Определены перспективные направления преобразований в системе управления профессиональной подготовкой в высшей школе.

**Практическая значимость.** Использование полученных результатов в образовательной и производственной практике позволит повысить результативность инновационного развития системы управления профессиональной подготовкой высококвалифицированных специалистов. Материалы исследования могут быть использова-

ны в практической деятельности для проектирования современных систем управления стратегического характера, разработки содержания подготовки и повышения квалификации профессорско-преподавательского и административно-управленческого аппарата в ВУЗе.

**Ключевые слова:** *высшее образование, стратегическое управление, профессиональная подготовка будущих специалистов*

*Рекомендовано до публікації докт. пед. наук М. І. Ситниковою. Дата надходження рукопису 03.06.15.*

UDC 378.1:37.031.4:622

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## FORMING MINING STUDENTS' PROFESSIONAL COMPETENCES WHILE STUDYING HUMANITIES

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## ФОРМУВАННЯ ПРОФЕСІЙНИХ КОМПЕТЕНЦІЙ У СТУДЕНТІВ-ГІРНИКІВ ПРИ ВИВЧЕННІ ГУМАНІТАРНИХ ДИСЦИПЛІН

On the base of Karaganda State Technical University (Kazakhstan) programs for computer support have been developed and introduced into the educational process promoting formation of professional competences of mining students while studying humanities.

**Purpose.** To achieve quality changes in the process of forming professional competences of mining experts. To reorient the content of the variable part of humanities for mining specialties taking into account professional needs of students.

**Methods.** They are based on developing and introducing the programs for computer support of teaching humanities (history, philosophy, sociology, political science, cultural science) in the educational process to form professional competences at mining students.

**Results.** The results of the carried out experiment are presented which permit drawing a conclusion of quality changes in the course of forming professional competences of experts for the mining complex while using profession-focused programs of computer support in the educational process.

**Scientific novelty.** The process of forming future miners' professional competences alongside with specific course units is for the first time carried out when studying humanities.

**Practical importance.** As a result of the obtained data when studying humanities, positive dynamics is observed in the course of forming professional competences of mining students which is expressed in the positive relation to the profession and representatives of the professional community; understanding the public mission of the technical profession; understanding the social responsibility for adoption of technical and technological decisions; forming the attitude towards themselves as to professionals.

**Keywords:** *forming professional competences, quality changes, specialists for mining, computer support programs*

**Introduction.** The mining complex is one of the main sectors of economy having a significant effect on

the formation of macroeconomic indicators of all states and the national economy following the oil and gas sector. Nevertheless, the most important problem of this branch is traditionally the personnel hunger. "In