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Education System Management And Professional Competence Of Managers

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Abstract

Nowadays Kazakhstan has made a breakthrough in the economy, being integrated into world civilization using progressive technologies. In this context the role and meaning of the modern system of education, human potential as criteria of social development has grown a lot. The main value of modern education is developing in a person the needs and possibilities to go beyond that has been learnt, abilities to self-realization of creative potential, directivity to self-development and self-education during whole life. This means that the center of education upbringing process is the personality with its interests, needs and possibilities. Practical realization of these priorities requires new professional competence from the teachers and new approaches in management organization of all education factors from the system of education management. The purpose of the paper is to analyze various approaches towards system of higher education management. The authors have made an attempt to formulate the functions, being realized by managers in education. The researchers have found out that in spite of general principles and management methods, management in education has a number of peculiar features from managing other types of institutions, enterprises and social organizations. The paper offers the model of education manager training. The problem of professional training of managers in education in the system of higher education is one of the most important resources of providing the efficiency of educational reforms in Kazakhstan. At the modern stage of many stage reform of Kazakhstan education qualified managers are necessary and their availability can become a fundamental factor of success of further transformations in the area of education.

Keywords: management in education, manager’s professional competence, higher education administration.

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1. Introduction

Nowadays Kazakhstan has made a breakthrough in the economy, being integrated into world civilization using progressive technologies. In this context the role and meaning of the modern system of education, human potential as criteria of social development has grown a lot. The main value of modern education is developing in a person the needs and possibilities to go beyond that has been learnt, abilities to self-realization of creative potential, directivity to self-development and self-education during whole life. This means that the center of education upbringing process is the personality with its interests, needs and possibilities. Practical realization of these priorities requires new professional competence from the teachers and new approaches in management organization of all education factors from the system of education management.

Changes in the system of social relationship require adequate response to the challenges of the new historical stage. Previous methodology, structure and contents of the system of education and educational process management are not enough to enter world educational space. Under the conditions of Kazakhstan economy formation and education acknowledgement as one of the most important factors of national wealth growth the contents of organizational, management and social-economic relationship in the system of educational institution significantly changes.

The basic trend of the educational institution activity is providing educational services. Educational services can be considered as economic benefits, for the production of which life labor of employees of the system of education is spent and also material resources of the society. So there is a necessity to develop new skills and abilities, correct former and create new notions and inculcate them intro practice for the area of management in the modern system of education.

Nowadays such terms as “manager” and “management’ are widely used, having substituted those of “administration”, “administration activity”, “administrator” .The term “management”, in substance is the analogue of the term “administration”, its synonym, but not completely. The term “administration” (operation, control) is much wider, as it is applied to various types of human activity (for example, to operate a car); to different areas of activity (to control the state), and also to administration authorities (sub-divisions in organizations).

Management is “administration”, i.e. function, type of activity on people management in different various organizations. Management is also the area of human knowledge, helping to process the function of management. Finally, management as a collective name from the word “manager” is a definite category of people, social layer of those who precede the work on administration. In any case the goal of management is to establish efficient organization and then change it so it corresponds to the changing objectives and circumstances. Management is very important nowadays for any effectively functioning organization as it represents the science and art about how to establish and improve organization, how to achieve success in people management in the organization, how to provide their development and the achievement by them stated goals using the most efficient ways. The area of education is not an exception, as in the conditions of market economy and growing competition administration based on scientific conceptual statements, regularities and principles. Many researchers have pointed out the reality and necessity of management not only in the area of technical and manufacture processes but also in the area of complicated social systems, including pedagogical. That is why there is an ambition in pedagogic science and practice to comprehend the whole pedagogical process from the point of view of the complex of sciences: management, sociology, economics, psychology, pedagogy, provide it with scientifically-grounded character. Pedagogical management takes special place in the theory of management.

In the conditions of educational systems functions expansion, orienting the education for humanization and professional personality development of the subjects of pedagogical system, the most not only high quality faculty and specialists are in demand at the educational institution but also those capable of researching educational upbringing process, plan strategies and pedagogical process development policies, individual routes of personality-professional development of the learners, and those capable of taking independent solution and process correcting and control evaluating activity. That is why there is a necessity to develop new skills and abilities, correct out of date and design new notions and inculcate them into the practice of the new system of education. Nowadays modern manager requires having a number of skills that not all managers possess at present. They are sober estimate while taking management decisions, knowledge of organization and its division’s structure, information awareness and its use while work, strategic response for the changes and their management, development of strategic thinking.


The researchers have found out that in spite of general principles and management methods, management in education has a number of peculiarities different from management of other institutions, enterprises or social organizations.

The main goal of management in educational institution is establishment of the integral system of efficient activity development, directed at the provision of competitive specialists training taking into account society and state requirements to personality formation, professional training and human cultural development.

Potashnik M.M. and Lazarev V.S. (1995) consider that school management is purpose-oriented activity of all the subjects, providing the formation, stabilization, optimal functioning and obligatory school development. School management is a special activity, where its subjects by way of solving management objectives provide the learners, teachers, parents, staff mutual activity organization and its direction for the achievement of educational goals and school development goals.

Krivosheyenko L.P. (2004) supposes that pedagogical management is a complex of principles, methods, organizational forms and technological devices of educational process management, directed at its efficiency increase, that has its own specificity and regularities characteristic only of it. This specificity is first of all expressed in the originality of the subject, product, instrument of labor and manager’s labor result.

To single out the specificity of educational institution management it is necessary to find out the functions, being realized by education managers:

- Strategy development of educational institution development and conceptual principles of its management;
- Educational institution philosophy and ideology formation;
- Planning and prognosis of the work of pedagogical collective and educational institution in general;
- Motivation of pedagogical collective;
- Organization of the system of pedagogical collective management;
- Material supply management;
- Marketing activity management;
- Finance-economic management;
- Computerization and informatization management;
- Service department management;
- Pedagogical activity management (distributing the work between the lecturers, educational internship and diploma projects organization, education process schedule design, curricula coordination, department and university subdivision coordination while education process management, etc.);
- Internal university methodical conferences organization, assistance in university faculty participation in national and international methodical conferences;
- Structural subdivision’s activities and faculty control and evaluation.

Thus education manager professional activity character and contents are expressed in completing a complex of interrelated kinds of activities, processes and comprehension his professional functions in it: prognostic, social, organization-management, project, integration. The main objective of education manager is providing the administration and pedagogical process participant’s activities coordination on the achievement of social- and personality-significant results in education, up-bringing and learners’ development.

One of the important peculiarities of management in education is interaction of pedagogical and management activity at the educational institution, i.e. all the objectives are subordinated to the achievement of the basic goal – high quality specialist training.

Management-pedagogical activity is a complicated formation, which is characterized by multidimensionality, variety of connections and relations of the composing elements. So educational institutions management is not just experience that can be acquired by anybody. It is the area of scientific knowledge that should be acquired and art requiring natural stuff, special talent and leader qualities.

In Shipilina L. (1999) research, devoted to managers professional training, a model of education manager was designed, the constituent components of which are the model of personality, the model of activity and the model of the object of professional activity, i.e. educational system. Personality part of the model supposes availability with future specialist specific social and psychological qualities. Personality social and psychological parameters reflect its world outlook characteristics, orienting for the completion of its social function (degree of social maturity, axiology potential – personal system of values and priorities, availability of business qualities: moral and ethic
principles, etc.). Then the scholar determined social significant qualities that any university graduate should possess: responsibility for business and people, conscientiousness, social attraction, unity of word and business, wide culture, etc. An important role in this model belongs to special skills: work independently, communicative with collective and an individual, manage the time, control the mood, voice training, mimics, movements, etc.

Based on data stated above we have determined the structure of professionally significant qualities for education managers as interrelated modules of the following characteristics: general personality qualities, that include ability to self-management, ability to self-realization, creativity, intelligence, hard work; specific professional significant qualities - entrepreneurial spirit, i.e. ability to risk, professional self-awareness; professionally necessary abilities: competitiveness, organization and communicative-leadership abilities; individual-typological personality qualities: social adaptability, sociability, activity, emotional stability, speed of psychological reactions, etc.

**Fig. 1. Structure of professionally significant manager qualities**

However, the availability of all enumerated above psychological and business qualities cannot guarantee efficient management of modern organization. So the main requirement to modern education manager is high professional competence and special professional training that provides the possibility to creatively conduct professional management pedagogical activity, continuously developing and self-realizing as in individuality.

Education manager activity is oriented at the human and work with people is the most complicated and difficult for human activity. Pedagogical collective management is impossible without psychological pedagogical knowledge (psychology of communication, psychology of the personality, age psychology, pedagogic psychology, philosophy of education) that can help to build the manager’s activity on the basis of real respect, trust to the employees, creating the situation of success for them. The manager also needs some knowledge on oratory, pedagogical skill, auto-training (taking away stress and tension), conflict resolution; knowledge of aesthetics (accommodation aesthetics, management labor aesthetics, up bringing labor, personality aesthetics), ethics knowledge.

The area of his activity determines a management activity content. General for all specializations are organization and coordination, evaluation and personnel activity stimulation with the aim of increasing labor productivity and quality, resources saving, profit and welfare, satisfaction with the profession (position) of every
employee. Thus, work specificity makes the manager act in the role of organizer, administrator, researcher, psychologist, and economic executive and public figure. It is regular that such complicated and multifunctional activity requires specialized professional training.

So to carry out his objectives professionally and efficiently education manager should be professionally competent. The notion professional competence represents availability of professional knowledge, ability of applying creative approach to professional activity. Knowledge and understanding by the manager all the scale of his duties should be necessarily combined with his moral readiness for their completion. Professionalism in any activity is based on the aggregate of special knowledge and professional skills. Special abilities and personal qualities cannot be developed without special knowledge as specifically domain knowledge is the fundamental principle of all professional competence formation.

Educational institutions management is not just experience that can be acquired by anybody, it is the area of scientific knowledge, that should be acquired and art, requiring natural stuff, special talent and leadership qualities. Modern educational institution manager is not only activity, but also profession, as this activity possesses all the features of the profession: it is the leading occupation requiring special knowledge, skills and abilities, special personal and professional qualities. In this connection any level of educational systems management from global to organizational ones become the activity, requiring more specialized professional training.

Thus, the problem of education managers training in higher education is one of the main resources of educational reforms in Kazakhstan efficiency provision. At the modern stage of multi stage reform of Kazakhstan education qualified managers are necessary and their availability can become a fundamental factor of the success of further reforms in the area of education.

References