

Research Article

Educational Institutions Director's Economic Competences Development at in the System of Continuing Professional Education.

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ABSTRACT

The relevance of the research problem due to the need to form economic competence of the head at the educational organization, as an important socio-educational value, and is determined by the following factors:

1) modern trends of economic development in society, introduction of market relations, the creation of a new economic management mechanism for educational organizations that needs to train heads of educational organizations, possessing a high level of economic knowledge and skills;

2) a lack of focus on the educational system of professional additional education for heads of educational organizations, the result of which is their economic competence;

3) insufficient problems development to form economic competence of the head of the educational organization based on theory and practice of education science.

Scientific novelty is the following: the characteristics of the process forming economic competence of the leader based on competence, socio-educational and student-centered approaches implemented in the system of continuing professional education, taking into account the principles of practical orientation, humanistic, dynamic.

Practical relevance of the research is connected with the possibility to use it in training and retraining practice for heads of all types' educational institutions.

The article can be useful for educational organizations to use in managers' training and retraining.

Keywords: professional competence, system of continuing professional education, economic competence of the leader, economic education, economic consciousness

1. INTRODUCTION

The transition to a market economy raises qualitatively new requirements to specialists' training of social production, the formation of their readiness to engage in progressive forms of economic relations. The efficiency of the economy largely depends on intellectual capital, in particular, the managers' qualifications, their level of competence, the ability to anticipate and assess market conditions, to take the necessary decisions and ensure their practical implementation. A new economy needs to create new people and new thinking. But this can be achieved by studying, mastering the latest knowledge and techniques in work, high responsibility and mutual demands.

The process of economic education cannot be separated from the processes of education,

socio-psychological training and training business skills, as this education is not just knowledge quantity, but total understanding of the economic processes in the country and the skillful use of all that the head finds into practice. Consequently, there is a need for a qualitative system upgrade in economic management training, assuming that they have not only a certain amount of knowledge and skills received, studying special disciplines, but also the development of economic thinking style, learning the ways of effective inclusion in new economic relations.

Exploring the state of economic specialists' and managers' training, identified the main tendencies of its development such as: the growing importance of modern management

technologies in manager's professional work, the methods priority, promoting services of the employment process, orientating to new educational technologies in the process of leadership training, combining theoretical knowledge with practical skillsformation.

Nowadays realities analysis and those requirements that apply to the head of the contemporary socio-economic conditions, shows the urgent need in mastering a holistic system of knowledge, abilities and skills in the field of economic relations. Currently, the Economics as a science, previously required only to specialists, is growing into a set of knowledge and skills that ensure the successful functioning of any society member. This fact indicates numerous studies of the role of economic relations in modern society (T. L. Aleksandrova (2000), G. D. Bukharova (2003), S. M. Vishnyakova (1999), etc.). Most researchers and practitioners acknowledge that one of the most important functions of the University - targeted individual's socialization. Continuing professional education has more opportunities to provide future leaders that adaptive niche, which created the conditions to disclosure abilities and opportunities for self-expression and self-realization.

Continuing professional education -a mean of differentiation and individualization in learning, when due to changes in the structure, content and organization of the educational process more closely take into account themanagers' and specialists' interests, aptitudes and abilities, creating conditions for their education according to their professional interests and intentions with regard to continuing education. Professional training aimed at the realization of personal oriented educational process. This significantly expands the possibility of building the students own individual educational trajectory.

Special attention requires cost-oriented leadership as the most important factor of the national economy in a stage of steady development on the basis of the developed economic consciousness of the economic person.

Implementing the increase managers' professionalism, we took into account the

special importance of economic consciousness of the head, allowing building not only a perfect intellectual activity, as well as the entire business practices of a person on the most effective, objectively correct socially optimal basis. It was the constant expansion of the economic intelligence of the head.

REVIEW

Based on the research of E. F. Zeera (2000), A. K. Markova (1996) , V. A. Slastenina and others (2007) we have established that the concept of "competence", "professional competence" have some common components, such as knowledge, skills, experience, awareness in a certain field of knowledge. According to the above-noted scientists, fundamental in relation to the concept of "economic competence" is the concept of "professional competence", the essential characteristic of which was put them in a basis to define economic competence.

Recently, scientists in their works repeatedly mentioned the question of economic competenceformation, Belonozhko M. L.(2012), Korolev, O. G. (2012), Naryshkin S. A., Rakhmetov R, R. (2015), Simonenko S.(2009), Storozheva, O. (2010), and the possibility to form such competence in the system of continuing education Davydova N. N. &Dorozhkin E. M. (2016), Kutumova, A. S., Shapovalov, I. A. (2015), Plotnikova G. G.(2014), Resnick, S. D., Rybalkina, Z. M., Emel, E. R.(2012) , Sadchikova Y. P. (2009),Korotkov E. M. (2006).

L. N. Falewicz (2005) interprets the concept of "economic competence" as "a master's degree ", G. M. Morozova (2011) and in her work he distinguished three groups of interrelated constituent elements of economic competence: basic, functional and practical, including economic competence. Economic competencies include the ability to navigate in the current economic situation; to understand basic economic matters; to conduct a General analysis of the economic situation; to give an objective assessment of economic phenomena; to make the best decisions taking into account the economic status of a business entity.

O. G. Nazarova (2008) considers economic competence as a structural unit of economic culture and notes that in the domestic educational science a view has developed, according to which economic competence is seen as a set of social values and norms that govern economic behavior. Summarizing the studies of the Western European employers, O. G. Nazarova highlights in the sphere of economic competence the following competencies: ability to analyze and synthesize economic information; ability to apply economic knowledge into practice; the ability to adapt to new economic situations; systematic understanding of knowledge transfer (systems competence); innovative ability; moderation (the ability to manage a group of partners not by administrative methods); ability to integrate, motivation to express different views and approaches; the ability to stimulate creative economic behavior. In the structure of economic competence of the head of the educational organization E. A. Varakina (2011) identifies cognitive, activity, motivational and personality components that provides vocational and personal improvement and self-development leader.

Key competences (in accordance with classifications, made by I. A. Zimnaya (2009) and A.V. Khutorskiy (2004) include: ability to implement training and research activities in the field of economic knowledge; the ability to process economic information, conduct comparative analysis to reveal the dynamics of economic data; ability to apply methods of interaction with others.

Practical competence (in accordance with the classifications of Zeer E. F.(2000), I. A.Zimnaya (2009), A.V. Khutorsiy (2004) Miroshnichenko, A. N. (2012) include: the ability to organize the received economic knowledge to apply them in practice; ability to conduct self-assessment, self-control; ability to excel in professional activity; the manifestation of creativity and professionalism.

Having studied, the work of Soklakova I. V. (2008), Simonenko S.(2009) , Petrosyan, D. S., Fatkina, N. P.(2011), Tchupin R. A. (2013), Amirova L. A., Fedorova Y. A. (2014),

Davydova, N. N. Dorozhkin, E. M. &Fedorov, A. V. (2016), Davydova, N. N. Dorozhkin, E. M., Polyanskova N. V. &Nuykina, E. Y. (2016), Dorozhkin, E. M., Saltseva, S. V. & Steinberg, V. E. (2016). it can be concluded that the economic competence of the head of the educational organization - a quality characteristic of the person, consisting a system of competences, including knowledge, skills, experience for efforts mobilization to make rational economic decisions and the willingness of the leader to solve specific economic tasks.

2. MATERIALS, METHODOLOGICAL FRAMEWORK

Research methods

The experimental research work was carried out on the basis of the Federal State Autonomous educational institution "Russian state vocational pedagogical University", Business School FSAEI HE "Ural Federal University named after first President of Russia B. N. Yeltsin" in Yekaterinburg in 2013 -2017. The retrainee took part in the experiment in the amount of 1356 people. To solve research tasks and the original proposals we used the following set of research methods:

-theoretical ones (analysis and synthesis of philosophical, sociological, psychological, pedagogical research on the problems of marketing and leadership training, including the sphere of educational services in the system of continuous professional education - abstracting and concretization, analogy) that allowed to formulate the original position of the study;

— empirical ones (studying the documents and results of professional-pedagogical experience in the field of business education and management in education, effective experience in educational institution management based on the diagnostic through observation, interviews, expert evaluation, self-assessment, products study of joint activity in the course of the experiment).

The experimental research work was carried out in three stages

The logic of the organizing and conducting experimental research work was the following:

- on the basis of the chosen scientific approaches and criteria of leader's economic competence formation, there was developed structural-logical model of the process;
- worked in the course of experimental research work the research tools and the logical structure there was conducted the diagnosis of students' level in economic competence;
- implemented the results interpretation in order to distinguish the courses quality levels of study development among retrainees;
- in accordance to the obtained results of the developed special course " Educational institutions managers' and specialists' economic knowledge improvement" based on individual characteristics, motives, knowledge, skills and values related to the studied process;
- the course approbation is carried out in the experimental groups and implemented phased diagnostic results to form economic competence of the head of the educational organization during the course of performance.

At all stages of the experimental research work there were implemented the socio-pedagogical conditions; processing the received results allowed to make the theoretical insights and the conclusion report on the work.

3. RESULTS

Experienced-search work in the course of our studies were conducted on a purposefully designed the program and provided a set of research methods, providing scientific objective and evidence-based validation grounded in the beginning of the study hypotheses. The aim of experimental research was to try on a set of pedagogical conditions identified in the theoretical research, namely economic studies range extension of the head of the educational institution; pedagogical support to overcome stereotypes of professional and economic behavior of the head of the educational institution; the enrichment of professional and economic experience of the head of the educational organization.

On the basis of the chosen scientific approaches and criteria to form economic competence of the head, it was developed an experimental course program, contributing to the effective formation

of economic competence. Experimental research work on verification of logic and content of the course was conducted at upgrade training course.

Tested contents of the course was aimed at increasing knowledge of heads of educational institutions in the field of professional activity and the formation of clear ideas about the economic competence structure of the head of the educational organization .

The proposed course is targeted to uncover the goals, organizational and substantial aspects and program-methodical basis to implement additional professional education based on the example of the Federal State Autonomous educational institution "Russian state professional pedagogical University", Business School FSAEI HE "Ural Federal University named after first President of Russia B. N. Yeltsin"

The aim of the course: to develop students' basic economic knowledge, obtained in the framework of socio-economic disciplines formed as a result of studying the course into aggregate picture, and giving the chance for a successful and balanced development to the main personal economic competence components of the head of the educational organization.

The course is aimed to solve the following tasks:

- to enlarge knowledge about the process of economic knowledge formation, the essence of professionally-economic competence of the head of the educational organization, categories and principles of the national economy;
- to prepare students for further improvement embedded in its teaching of the theoretical fundamentals of the economy during the whole professional activities according to the changing conditions. In this regard, particular attention was paid to teaching students the methods of self-education, self-knowledge and fulfillment in the field of professional economic activities

To determine the level of economic competence of a specialist in the study at the final stage there were used: questionnaires, observation, interviews, peer assessment, reflection. (see Table.1)

Motivational criterion diagnostics was based on the methodology of retrainees' social activity (E. N. Stepanov (2001); the questionnaire «Students' learning activity "; M. Rokicha's techniques, test – questionnaire "Motivation for achievement".

Diagnosis by the activity criterion is determined based on the questionnaire results of the

affiliation adapted methodology - "choice situation" (L. V. Baiborodova (2009).

Personal criterion diagnosis was determined on the basis of adaptive test G. Davis to identify the creativity level; creativity questionnaire Johnson; the methodology of "Cultural desire" (O. I. Motkov (2006); questionnaire "assessment of the ability to self-development and self-education" (A. V. Andreev (1998).

Table 1. Dynamics of changes in the economic competence of the leader (%)

Economic competenceCriteria of the head	Ascertaining stage of the research			Final stage the research		
	H	M	L	H	M	L
Motivational	25,0	31,5	43,5	32,6	60,0	7,4
Activity	12,2	25,7	62,1	30,6	53,8	15,6
Personal	17,3	28,6	54,1	31,7	57,1	11,2

H - high level, M- medium level, L- low level

Applied experimental course revealed targets, organizational and substantial aspects and program-methodical base for implementation of continuing professional education.

The content of the embedded author's course was aimed at broaden knowledge of leaders in the field of professional activities and to establish clear understanding of the leader's economic competence structure.

Thus, the study achieved the aim of the course: basic economic knowledge development of the head obtained in the framework of socio-economic disciplines formed as a result of studying the course.

As a result, in the system of continuing professional education leaders prepared to solve many professional problems related to the application of economic knowledge, the implementation of its economic competence and active use of accumulated economic knowledge in practice.

The comparison of the diagnostic results before and after the research, the qualitative and the quantitative analysis showed positive dynamics of economic competence formation (Fig.1)

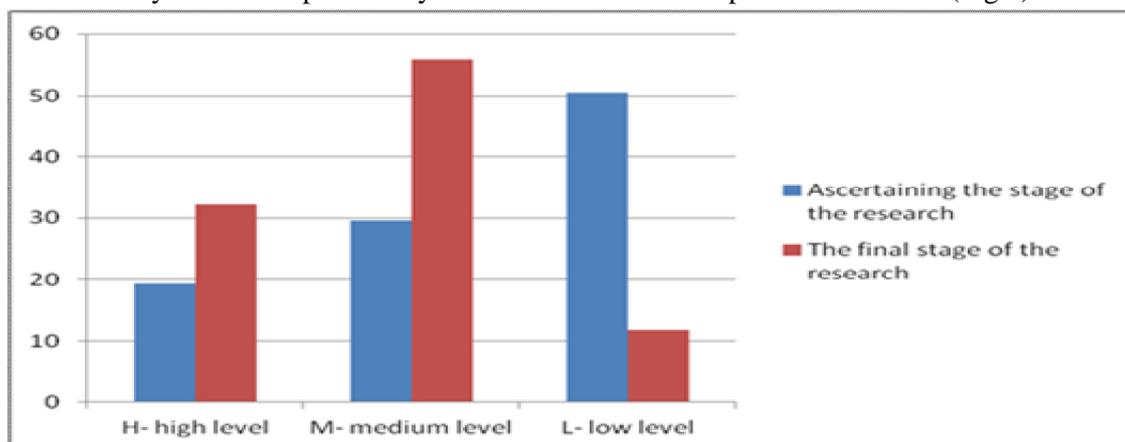


Fig.1. The dynamics of the head's economic competence

Results, obtained during the experimental research work, reveal that, thus, the effectiveness of identified and proven educational conditions of economic competenceformation of the head of the

educational organization of continuing professional education.

The study identified the following criteria of personal economic competence: motivational (professional value of motivation), cognitive (economic knowledge), activity (economic

skills), personal (economically important qualities: initiative, mobility, initiative, independent decision-making, critical thinking).

Motivational criterion reflects the nature of needs development, motives, value orientations, responsible students' attitude gives the opportunity to predict how adequately their economic behavior will be.

Activity criterion reflects the availability of cost-oriented skills, allowing to carry out the economic activity organizing, to identify difficulties and identify ways for its improvement; involves the inclusion of leader in the sphere of economic interaction in society and production, describes the focus of these activities from the point of view of its conformity to the complex social requirements of robust economic behavior, and effective economic activities in the modern world.

The personal criterion reflects the economically important qualities: initiative, mobility, initiative, rationality, allowing the chief to defend the position and to make economically sound decisions.

4. DISCUSSIONS

It is established that the economic competence formation of the head in the system of continuing professional education is not given proper attention. So far not defined the structure and content of economic competence of the director; not implemented in due measure possibilities of forms, methods and means of teaching for the purposeful economic competence formation of the head.

Priorities analysis of modern continuing professional education has led to the conclusion that there are objective conditions that cause the need for a scientific basis for updating the educational process in the system of head's training, which prevents unascertained organizational, psycho-educational and technological requirements to the professionalism of the modern head of the educational organization.

Making priorities, continuing professional education creates the necessary situation to improve the skills of leaders' professional

competent, providing the implementation of various directions:

a) familiarization with the professional activity model by mastering the system of knowledge about the subject, methods, methods (theoretical);

b) the development of professions in practical activities, learning almost all the skills (crafts);

c) identification with a professional model (adoption and identification), assuming compliance with personal motives to professionally important, the way of life, subordinated to the main business of the life, preserving freedom of development.

Therefore, optimization of personal, social, professional and moral development of the manager in the continuing professional education due to the necessity of achieving results in activities as professionals. Professionalism as a stable quality or property of the person and head's work is formed in the process of professional education, in contrast to skill.

In the context of the study we considered the essence and the economic competence structure of the chief.

5. CONCLUSION

The experimental research work during the studies were conducted purposefully designed the program and provided a set of research methods, providing scientific objective and evidence-based validation grounded in the beginning of the study hypotheses. The aim of experimental research was the approbation of a set of educational conditions identified in the theoretical research, namely the extension of the economic studies range of the head of the educational institution; educational support to overcome stereotypes of manager's professional and economic behavior, professional and economic enrichment of leader's experience.

The study proves the system effectiveness of educational support to form head's economic competence, which is a combination of educational technologies, organizing (self-organizing) practical professional activity of educational and managerial personnel.

6. RECOMMENDATIONS

The results of the study confirmed the hypothesis and suggested a range of issues that require further development. Further research can be devoted to the search of perspective directions to improve the leader's economic competence: exploring gender and professional identity formation; the media systems creation to improve the head's economic literacy; the justification of information technology in the development process of the head's economic education.

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