



## FORMATION OF MANAGEMENT COMPETENCE OF PROSPECTIVE STUDENTS ON THE BASIS OF AN INNOVATIVE APPROACH

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**Annotation.** In the context of socio-economic transformations in Russia, the quality of education is of decisive importance for the successful development of the state and society. Over the past decades, quality issues have been at the center of discussions about higher education. The main factor determining the need to improve the quality of Russian education and, above all, higher education is to increase the role of education in all spheres of the life of society and the individual: in industry, in the service sector and in other areas, including in the field of higher education.

**Key words:** innovative approach, competence, approach, pedagogy, methodology, cooperative pedagogy.

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The growth of the higher education system (an increase in the number of students, the emergence of new types of universities, educational programs) is stimulated by the growing need of society for highly educated specialists. Related to this are the increase in public spending and its desire to know how effective these costs are, the desire for the internationalization of higher education and the activation of academic mobility.

Numerous studies have shown that there is a direct relationship between the level of education of people, both with their well-being and with their awareness of the scale of global problems and the consequences of an unreasonable attitude towards the world around them. The fundamental change in technology at the turn of the century, based on a high level of intellectual resources, and the geopolitical competition of the leading countries of the world for such resources, which are associated with this, are becoming the most important factors determining both the economy and politics of the new century. The Salamanca Agreement of European Universities (2001), the Communique of European Ministers of Education (Prague, 2001), the

European University Association recognize the quality of higher education as the main factor, the cornerstone, the fundamental condition for the competitiveness, attractiveness and mobility of higher education.

The development of higher education in the modern world has become a truly strategic direction for many states. Education and science - their scale, level and quality - are becoming the leading factors in the development of the economy, the social sphere and ensuring the security of the state.

In the conditions of a market economy, the requirements for the professional training of specialists capable of ensuring positive changes in the development of the country's economy, solving the problems of the formation and development of innovation-oriented industrial production of goods and services have increased. D. Bell in the book "The Coming of the Post-Industrial Society" notes that the workers of factories, workshops, artels are not currently the main type of workers. They were replaced in the mass by qualified specialists, who, as a rule, have higher education. The most promising of them specialize in the production of knowledge information, carrying out the production and control of "codified knowledge" (systematic ordered information), which is the main strategic resource of modern society. It is they who are scientists, specialists - programmers, economists, engineers, etc. - are today the leading social group, replacing in this capacity the industrialists and entrepreneurs of the old system».

It can be argued that education today is not only a necessary condition for the development of society, but is itself becoming a powerful sector of the economy, the successful functioning of which largely depends on the state of the entire economy of the country.

The level of the country's intellectual potential directly depends on the quality of higher education, and this requires each university to master advanced domestic and foreign experience, search and find new ways to solve it in order to solve this problem. The need to define and understand the problems of quality management in higher education is due to the formation of a new educational policy in Russia, where the priority is to ensure the modern quality of education based on maintaining its fundamentality and compliance with the current and future needs of the individual, society and the state. Thus, there is a need to create educational systems and complexes in which structures, processes and resources are flexibly and rationally combined in order to achieve a certain completeness with a given level of quality at each stage (step) that satisfies the entire set of educational needs that arise in modern society as a whole, in a particular region and for each individual in particular.

Education for each person is the fundamental foundation of his further success. It is on this foundation that all modern society stands with its institutions and spheres (politics, economics, family, culture, science). Education has become not only the main social institution that determines the life path of the individual (value and worldview attitudes, social orientations, cultural transmission, moral positions), but also a special area of social activity where the future is modeled, resources for the development of society are created.

The need for reforms in education is due to fundamental changes in social life, which impose new requirements on the individual, but are not yet reflected in the education system. All social strata of modern society are involved in the education system. Recently, there has been a dissatisfaction of society with the traditional educational system and the quality of educational services. Achieving a more complete correspondence between the transformations in the education system and socio-economic realities and requirements is the main source of ensuring

the demand for quality educational services. The process of improving the quality of education directly depends on the potential management of the education system, its social efficiency.

In the priority directions of development of the educational system of the Russian Federation (2004), emphasis is placed on accessibility, improving the quality and efficiency of vocational education, and increasing the investment attractiveness of the education sector. To achieve these goals, a set of measures has been formed to improve the content, structure and technology of education, strengthen interactions between education, science, production and the labor market

Guided by the laws, regulations and recommendations of the government, implementing national projects in the field of education, recommendations of international conventions, the Ministry of Education and Science is taking a number of measures to modernize higher education. New state educational standards are being developed, taking into account the transition to continuous, multi-level training of specialists and general principles governing the education quality management system. In 2004 at the Board of the Federal Agency for Education, the issue "On the development and implementation of an intra-university education quality management system in higher education institutions (on the example of the Moscow State Institute of Steel and Alloys)" was considered, and then order No. 158 of 19.01. development and implementation of intra-university education quality management systems.

Under the Ministry of Education of the Russian Federation in 2004. The Council for the Coordination of Quality Management of Higher Professional Education was established, whose tasks are: to determine the areas of activity for quality management of higher professional education, focused on creating conditions for the successful entry of Russian universities into the Bologna Process; coordination of the activities of universities in the field of education quality management in order to promote the development of criteria and methodology for its assessment; assessment of the effectiveness of the functioning of quality control systems of universities, etc.

Legislative documents emphasize that education is a purposeful process of education and training in the interests of a person, society and the state, while the educational process must be democratic in nature, ensure the priority of universal human values and personal development, and cultivate a sense of citizenship. Thus, now the education system faces a complex task of upbringing and education, as a result of which a professional, intellectual, creative, socially active personality is formed. In this regard, the structure, form, content and management of the modern educational process are changing.

Meanwhile, the solution of the tasks set is impossible without the development and implementation of a fundamentally new system of education quality management at all its levels. Key problems in education quality management have not yet been resolved: neither the concept of quality itself, nor the criteria and methods for its measurement have been defined; there is no effective quality management technology on a national scale - from the government level to the level of a teacher.

Intra-university education quality management systems function basically only as control systems, which only stimulate the systematic studies of students, but it has no other ways to influence the quality.

According to the dissertation student, there are many unresolved problems in the management of the quality of education at the regional level. Here the structures of higher education are diverse. This can be seen in the example of the West Siberian region, where

dozens of representative offices and branches from different regions of Russia have been created, which are not focused on the needs of the region, do not have their own material base, and cannot provide the appropriate quality of education. The forms and methods of managing these units do not meet the requirements of modern society.

The Concept for the Modernization of Russian Education for the Period up to 2010 notes that the necessary conditions for achieving a new quality of vocational education are: “the active use of modern learning technologies, the informatization of education and the optimization of teaching methods, the expansion of the weight of those that form the practical skills of information analysis and self-learning, increasing the role of independent work of students”, that is, the introduction of innovations in the educational process, the self-improvement of education at the international level and the improvement of its quality that meets international standards. These tendencies are typical not only for Russia, but also for the whole world. The problem of improving the quality of education is relevant for the entire modern society and has no national boundaries, which puts it in the category of global problems.

The solution of this problem in Russian society encounters a number of difficulties: despite the real progress in creating a modern regulatory and legal framework for the system of vocational education, there is no detailed study of models and mechanisms for the formation of educational structures (university complexes); the growing needs of the country's economy encourage universities to solve emerging problems of vocational education at the level of common sense, which does not allow understanding all aspects of this social phenomenon; in educational practice, the solution of these issues is carried out with the help of the categorical apparatus of pedagogy, which does not allow taking into account the social aspects of the functioning of the institution of education and its social management; there is an imbalance between modern vocational education and the real sectors of the economy, leading to irrational use of labor resources, external and internal migration.

Thus, the relevance of the stated research topic is determined by the contradictions between the requirements of modern society, implemented by the state policy in the field of modernization of education, and the need for the formation and implementation of education quality management systems and the resulting objective need to form the managerial competence of university leaders, the focus of existing scientific research and the activities of universities to solve this problem and the presence in this activity of a number of the problems noted above, which cause its insufficient efficiency.

When developing this topic, the author also takes into account a number of objective problems faced by universities in the implementation of the education quality management system. These include: insufficient consideration of the specifics of quality management systems in the university as a social organization, the effectiveness of which depends on management; insufficient attention to the continuous improvement of intra-university education quality management systems; low level of qualification (competence) of university employees in the field of education quality management; ignoring research methods in related scientific fields, in particular, the competence-based approach to achieve a new quality of education.

The problem of education and its management is not new in itself. It has been studied in sufficient detail since the advent of scientific knowledge. Even Plato and Aristotle noted that education creates a person. Relations between education and the individual, social groups and

society as a whole determine the most important connection between educational structures and the form and content of life and the development of society.

Classical sociological theories of R. Aron, T. Adorno, N. Berdyaev, M. Weber, G. Simmel, K. Mannheim, G. Marcuse, N. Mikhailovsky, V. Pareto, T. Parsons, P. Sorokin, G. Tarda and others formed the basis of the theory of development or degradation of individual social groups, showed the importance of the leader and his types for social systems. These ideas were developed and applied to the management of social processes, including educational ones, by modern authors: L. Averyanov, V. Bakshtanovskiy, O. Barbakov, K. Barbakova, V. Boikov, I. Bestuzhev-Lada, Yu. Volkov, A. Gavrin, A. Galagan, T. Gvinshiani, B. Gershunsky, Z. Golenkova, V. Grechikhin, V. Garadzhi, V. Gavrilyuk, V. Dmitriev, G. Davidyuk, T. Zaslavskaya, Yu. Zubok, V. Zykov, G. Zborovsky, V. Ivanov, V. Kuznetsov, A. Kravchenko, D. Konstantinovsky, V. Levashov, V. Lisovsky, V. Mansurov, G. Osipov, R. Ryvkina, M. Rutkevich, A. Silin, Zh. Toshchenko, V. Turchenko, F. Filippov, V. Chuprov, G. Yanovsky and others. In their works, based on numerous sociological studies, they revealed the relationship between the effectiveness of management processes and education, which forms the interests, values and value orientations of the main subjects of social processes .

A significant contribution to the creation of the theory of education management was made by the conceptual principles of the general management system developed by the classics of management F. Taylor, A. Fayol, A. Reilly and G. Simon. In the works of contemporary sociologists Zh. management of individuals and social communities.

In the works of B. Gersh Nekogo, V. Zagvyazinsky, A. Smolentseva, B. Sporn, H. Stroop, A. Surin, Yu. on their final result - the training of a competent specialist and is interpreted as a translation of the goal of professional training into the language of competence. Thus, E. Filippova [1, p.98] uses competence as the quality of a person's learning, as a criterion for the effectiveness of a quality management system. A. Ying [6, p. 24] understands the quality of education as an "integrative indicator of competence", which allows comparing the actually achieved learning outcome with the requirements of the state educational standard and using information about the achieved level of competence as a control tool. Requirements for the qualification of education managers are not associated with the formation of their managerial competence, taking into account the specifics of the development of society and an educational institution. At the same time, the competence-based approach in education, which focuses on its external results, is determined by the social order of society, the state and the individual, not only due to the requirements of the labor market and the search for the most objective criteria for evaluating its results, but also the improvement of the mechanisms for the functioning of the education system as a whole..

K. Koroleva notes that the changing conditions of social reality put forward new requirements for research methodology. In this regard, scientific approaches to understanding the phenomenon of education and the direction of research into educational processes in the social sciences and humanities are being modified. Increasingly, interdisciplinary approaches are being used that make it possible to use the experience and developments of related branches of knowledge, the object of which is education.

To improve the methodology for the formation and evaluation of the education quality management system at the university, such approaches as systemic, process, synergetic [9], cultural and regional [2], qualimetric [7], technological, the main provisions of the general

theory of quality management, system modeling and quality subsystems, improving the mission of the university, the principles of functioning of the quality system, mechanisms for managing and stimulating the activity of managerial activity, sociological methods for analyzing the activities of the university as a social institution - structural-functional, institutional, conflictological approaches [3].

The dissertator's analysis of the degree of development of the topic showed that the problem of education and management of its main processes has been considered in sufficient detail by scientists for many decades. However, the problem of education quality management using the competence-based approach, which is currently very relevant, has not yet been resolved and requires the development of an innovative concept based on the study of current trends in the development of the education quality management system. At the moment, theoretical knowledge in this area is scattered, and the available practical experience of fragmented solutions is not generalized.

The dissertation research, the analysis of literary sources, legal and statistical materials, as well as his own sociological research, allowed the author of the work to draw the following conclusions:

1. Based on the analysis of the socio-economic, socio-political and socio-cultural conditions for the functioning of the higher education system in Russia, the dissertation identified the main factors influencing changes in the quality of higher education in modern society, among which the most important are: low level of funding for education; the decline in the prestige of the teaching profession; reduction of research work in the field of education; the aging of the teaching staff and the lack of effective mechanisms for the rotation of managerial personnel in the field of education; a significant lag of the current education system from the processes taking place in society; lack of responsibility of universities for the end product of educational activity - a quality graduate.

2. The changes taking place in the country have necessitated the development of innovative measures aimed at updating professional education, taking into account Russia's entry into the global educational space. One of the innovative directions for the development of higher education is its regionalization, which involves the adaptation of higher education to the socio-economic conditions of a particular region, which results in the training of specialists with professional knowledge and skills specific to enterprises in the region.

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