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РУСКАТА РЕАЛИЗАЦИЯ НА ОПИТА НА КОМПЕТЕНТНИТЕ В ПРОГРАМИТЕ ЗА ОБУЧЕНИЕ НА МЕНИДЖЪРИ

RUSSIAN EXPERIENCE REALIZATION OF COMPETENT IN MANAGER TRAINING PROGRAM

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Abstract: This paper presents the theoretical and practical aspects of implementing one of the theoretical and methodological approaches (competence) to develop training programs for managers on the example of Russia's leading university, which has twenty-five of experience in training managers.
Keywords: competence approach, Bachelor and Master of Management, content and structure of the educational program, educational technology, managerial competence of the manager.

The program documents of the Russian economy, becoming a strategic problem for the modernization of vocational education, improve its quality and relevance to the needs of the labor market. It is expected that through a system of vocational education will be formed human infrastructure, appropriate technology, used in major industries, provided the reproduction and development of innovative capacity of the economy.

In recent years, studies are under way that address the problem of compliance level of training of future managers of the growing needs of industry organizations. The need for managers with higher education in the enlarged group a degree in «Economics and management» from 2008 to 2015 amounts to official sources, 13.1% of the total needs of industry specialists. Concretize the figures: in the system of higher education need to prepare in the field of this group are: 548093 for specialist sectors of the economy of Russia. According to the Federal Statistics Service of Russia, in 2004, the organization operates 3,5% of managers of the total working age population, by 2015, their number should increase to 5.2% since despite the economic crisis, industry organizations are developing.

Employers critically assess the level of training of future managers and the gap between the demands of industry organizations and the quality of training increases. This imbalance of supply and demand in the labor market is one of the factors contributing to the development and implementation of a national model for training managers.

Russian professional education have always been proud of its fundamental as to the position of variability of content (multidisciplinary training), and from the standpoint of the quality of graduates. However, according to experts, the content of professional training of future managers and educational technologies are still inadequate to modern demands and challenges of ensuring the competitiveness of Russian managers. Employers are less in need of generalist; organizations need professionals capable of operating in the industry and to perform specific functions.

The problems of the Russian higher education in the training of managers. Graduates of vocational training institutions are generally not ready to assume duties. Reason: in content-based learning founded

classical approach to solving management problems. The essence boils down to the fact that mastering a set of procedural rules, describing the technological chain management and technology solutions of critical situations in it. The procedural rules «run» in the process of training seminars, streamline and clarify the passage of practices, and then transferred to the standard of the future manager. Standard professional practice and teach at the university, but getting into the unstable conditions of the industry organizations, managers understand that the standards are terminators in the vision of organizational problems. The problems are complicated, and performance standards, managers are taught the past five years, do not change [16]. This slows down the adaptation period in them as managers in organizations and increases the cost of the employer for vocational training. This is largely due to the fact that during training in the specialty of graduates - managers were not fully formed versatile and professional competence. The organization of the educational process is aimed at acquiring professional knowledge and skills related to the subject of managerial work (teaching knowledge rather than action). The diversity of subjects of the curriculum and the intensity of their development, a limited number of hours of study does not provide much of the application of knowledge to specific professional situations, and that is the basis of forming universal and professional competencies in vocational education (which its development is obtained by carrying out professional activities in industry organizations, and there is already formed concrete - in relation to their circumstances). Combine professional knowledge and skills must be that professional situations, to simulate educational technologies. In terms of the disciplinary division - it is almost impossible, because need an integrative training in the specialty.

Updated interoperability problems in the education market during the preparation of managers and as a consequence, the labor market: 1) employers - representatives of organizations to compile a list of competencies, which must have graduated - the manager. Such a meaningful step, employers are not ready yet, this is another mechanism of interaction with the institutions of professional education: a shift from passive consumption of employers' performance of the system to actively participate in the training of managers; 2) establishment of vocational training scheme to investigate the distribution of graduates in industry organizations and positions, the operating managers of these organizations to determine the list of competencies and to assess their level of development (for example, existing managers and graduates); 3) the State in determining the target figures focus on the needs of industries, rather than the financial component of vocational training, for the period until 2015 temporarily introduce a system of state regulation of processes of distribution of graduates - managers of redressing the imbalance of supply and demand for trained data specialists.

In Russia there are two management communities, sometimes opposing each other (and the basis for confrontation - the tools and technologies that use each of the communities): the first are teachers of management disciplines, management consultants, management theorists, the second includes a really active managers organizations. Representatives of the first community focused on western organizational culture and samples management, the latter are within the national organizational culture and are critical to the theoretical constructs of the first. Training future managers should be based on the theory of Russian management, which as a single scientific discipline has not yet been built. It appears that the substantive reasons for the lack of Russian management theory is an attempt to build it based solely on models of the world of management or on an empirical basis of the experience of Russian companies.

In this connection there is need to review the structure of the educational process, so after determining the content of education, «working» on the formation and development of competences of the future manager, should be carried out selection of educational technologies. No one scientific discipline does pay much attention to teaching methods, as management in modern Russia. The need for such a thorough approach to teaching methods due to specific management as a new discipline and the special characteristics of audiences (students), which is oriented management. Problems: The content of science management retreats before the creation of new technologies of teaching management, consideration of the traditional western management models of management and loss of contact with the real situation, there is a lack of domestic research management and specific management practices; selection of educational institutions, professional disciplines and specializations in sonority names, rather than market needs of the organizations, etc. And despite this, the Russian educational practice used a limited number of learning technologies manager, some are used haphazardly and inappropriately. Over the past 10 years have not been implemented scientific works that have dealt with the description of educational technology training of Russian managers, although there are many attempts to adapt the universal educational technology used in training for other specialties, and there is domestic know-how in the training of managers: management fights, competitive tasks, process modeling, business, camp, etc.

It should also work out a system of evaluation of professional training of managers, which should include: the final result of training - professional testing and protection of management of the project; prolonged impact of training (effect) on the professional activities of the manager (career, economic impact); result of the action - the quality of managerial decisions in the organization, learning outcome - the ability to transfer knowledge to other professionals organization, received in an institution of vocational education.

The representatives of Russian and Western professional schools did not arise disagreements over the choice of the basis for determining the content and technology training managers - competence approach (E.F Zeer, E.M. Korotkov, and A.G. Porshnev).

Competence approach - a technology simulation result of education and their representation as a quality standard for professional education. Using the competency approach is due to socio-economic needs [7] of the Russian economy: 1) the need to design a national model for training managers on the basis of Russia's commitments under the Bologna process; 2) in conditions of uncertainty of the market situation and the increasing competition specialists in the labor market demand becomes the mobile professional, proactive manager, capable of making optimal management decisions; 3) reorientation of specialized organizations to diversify requires a manager's total educational and vocational skills, providing its universality; 4) conjugation of demand for skilled managers, educational structure and quality of their training leads to the need for a system of management education, including vocational schools by level of education and basic organization.

Practice, however, agree that the training of future managers should be based on the functional (V.S. Alekseevskii, I.A. Mayburov, G.H. Popov, V.K. Tarasov, K. Fie, H. Mintzberg) and sect oral (A.N. Averin, S.P. Dyrin, B.Z. Zeldovich) approaches.

Functional and sect oral approaches can be regarded as private, which will specify the content and training technology managers at the Master's programs or programs of additional education majors (marketing, personnel management, strategic management, state and municipal administration) and for the manager to the result of management activities (analysis, planning, work organization, control). As far

as the above mentioned theoretical and methodological approaches relate to the national educational policy, the transition to a two-level model of training managers, content of a new generation of standards of professional education and educational practice?

In a modern vocational education known two models of training: adaptive model, aimed at adapting to the conditions of a future professional work, and the model of professional development are geared to the activity, the ability to make decisions and take responsibility for choices and actions undertaken by the existence of which is subject to the use of the competency approach as the conceptual.

Using any of the methodological approach is mandatory participation of employers and representatives of professional associations in conjunction with the scientific community in shaping the order for the graduate - the manager. This functional approach to further elaborate on the direction of professional managers [11, 16], industry - specific activities in a specific industry or field of activity [8], whereas the competences approach, broadly speaking, determine the composition of competences, which should have the manager (or a universal key, general professional and functional or subject-specific).

Thus, a key methodological approach, reflected in the design of a national model for training managers to become competent approach. By itself, it does not possess property to upgrade the higher education system, improve the quality and competitiveness of domestic high school, but is able to create the conditions for these new structural processes [5].

The federal education standards of the new generation are designed on the basis of the competency approach. Is semantic constructs are competence [18] - the ability to apply knowledge, skills and personal qualities for success in a particular area.

The pan-European approaches to developing a common understanding of the content of qualifications and learning outcomes are already based on the competence approach to better identify in terms of competence of conformity in the triad training requirements - content of the educational program - the learning outcomes [5].

The implementation of the competency approach in state educational standards (SES) - 3 would require an adjustment to use in the SES - 2 products graduate qualification characteristics, describing the requirements for his knowledge and skills.

The condition for creating a single European Qualifications Framework (EQF) is the availability of consistent, clear and transparent for all countries, easy to use system descriptors (levels and credits) that are used to describe the requirements for knowledge, skills and wider competences of graduates in each of the identified in the EQF qualification levels. In 2005. Working Group on the Bologna Process (Copenhagen) has been proposed structure of the descriptions of the requirements for graduates of three cycle system of levels of European Higher Education Area, while distinct, but interrelated and interdependent [5]: qualifications of the first cycle (level) - BA; qualification of the second cycle (level) - Master; qualifications of the third cycle (level) - the doctor.

Qualifications - certification of student achievement or competence specifying the type and name of training, which provides a right to be taught to do and continue to advance in academic and professional context. Correlating levels of qualification with the achievements we can estimate the appropriate training applicants, students and / or graduate high school.

Let us dwell on the consideration of qualifications (level descriptor), bachelor's and master's degrees.

Qualifications of the first cycle (Bachelor's) should be awarded to graduates who have: demonstrated knowledge and understanding of the area studied at the level supported by textbooks, high level of complexity, can apply their knowledge and understanding of demonstrating a professional approach to work, or in the classroom; have the ability to

collect and interpret relevant data and the ability to convey information, ideas, problems and solutions to professionals and laymen, have the skills training to enable to continue his studies with a high degree of autonomy.

Qualifications of the second cycle (Master) awarded to graduates who have: demonstrated knowledge / understanding, providing a basis for originality in the development and application of ideas, as well as in scientific research; can apply the knowledge and ability to solve problems in a new environment in the broader contexts within their field of training and the ability to integrate knowledge, overcoming the difficulties encountered, can clearly present their findings to specialists and non-experts, the skills training to enable their own to continue their studies.

Russian pedagogical science has a rich tradition of research in the formalization of requirements for the professional preparation of graduates of institutions of higher education. Just to mention those of the most famous models formalize the requirements for the content of educational programs, as the activity approach and the model professional. Unfortunately, the results of scientific research in this area within the ideology of SES - 1 and SES - 2 did not quite translate into concrete methodology for designing a national model for training managers. In this context, we emphasize that these studies should be designed not to develop their own national descriptors, and design models within a common system of descriptors of the conformity assessment of competence of graduates to the requirements employers, features of educational technology and other elements of education and educational environment of high school, ensuring the formation during the training period the graduates of all, characterize the level of their professionalism and willingness to work competences: systemic, personal, instrumental, communicative and other, on which the international community agrees, as required to assess the skill level of graduates.

According to E.M. Korotkov [9], the competence approach includes: a model manager, built on the principles of the formation of competencies (content and technology education), as a result of education, state educational standard; educational program and a modular curriculum, planning and evaluation of labor training; multicriteria evaluation of the achievements of the student; competency assessment manager, the management system, training manager.

The implementation of the competency approach to meet the requirements of the individual in vocational education, enriching the possibilities of its implementation, the formation of strategies for personal and professional development. This approach ensures the competitiveness of young specialists - graduates in the labor market. The effect is achieved the following tasks: 1) in the process of learning - motivation personal and professional development of student's development management (professional) competence through the development of universal and professional competencies and specific competencies (in practice); development different qualities; 2) in the process of professional activity - development of specific competencies in industrial organization, the formation of the individual style of professional activity, designing alternative scenarios for their professional future.

Interest in the competence of managers appeared in the 70's XX century in the United States. At the initiative of the American Management Association have developed standards for competencies of staff with an emphasis on personal and organizational effectiveness. Competencies are based on management skills, or behavioral standards of professional conduct.

For the approach developed and adopted in the UK in the late 80's. Used the model of functional competence. The British system focuses on individual management functions and involves continuous evaluation of the performance manager for the criteria « National standards of

management» and «Key national professional qualifications » [18].

In Russia, an attempt to professional standards of performance has only just begun, so the Russian Union of Industrialists and Entrepreneurs was adopted in 2008 Managers «Professional standards. Management (management company). Qualification level 7».

In Bologna documents learning outcomes and competencies identified ideal tools that allow you to ensure comparability and compatibility of training programs, support transparency, to establish a common language (the term «competence»), switch from input-oriented indicators to focus on results, to simplify the introduction of new forms of education (continuing education), promote the employment of graduates. Competencies are increasingly interpreted as a dynamic combination of qualities, abilities and attitudes and to advocate educational programs. In the description of competence levels may be used Bloom: knowledge - to recognize, identify, reproduce, reproduce; understanding - to interpret, clarify, represent, translate, explain, use - to perform, use, implement, conduct, transfer, and analysis - to differentiate, characterize, structure; Synthesis - to generate, create, compose, design, evaluation - recheck, harmonize, clarify, monitor, test.

In 2006, experts on the Bologna Process (Aachen) was requested jurisdiction to consider the following conceptual form: characterized by statements «can do», which reflect the employability of graduates enrolled in some educational program, answer the question that needs to know, understand and know how the student to be in demand, measured by learning outcomes that comprise the recommendatory frame or a link to the labor market, the degree received at the end of the educational program, module, labor (ECTS), methods of teaching and learning.

In the system of European higher education learning outcomes are understood as: meaning that a graduate in line with expectations should know, understand and / or be able to demonstrate; relevant to individual modules or the entire educational program in general; measured in credits that reflect in quantitative terms, the time required for them (results) to achieve; located in relation to the teaching, teaching and certification procedures for students, faculty and university; relating to the level descriptors and / or qualifications.

Over the years, the scientific community there is a discussion on the relationship of learning outcomes and competencies. Many are inclined to this interpretation of their relationship. First, learning outcomes describe the competencies that must be formed in the process of the module (standard module). Second, competence is a combination of properties, abilities and attitudes (personal level). Thirdly, the learning outcomes formed the teacher, and the competences of students (teaching level). Fourthly, the amount of competences acquired graduate, more than the amount resulting from the learning outcomes (quality of).

In theory and methodology Russian professional education is no clear distinction semantic notions of competence approach and their components. Most scholars and practitioners subscribe to the notions E.F. Zeer [7]. Competence - a meaningful synthesis of theoretical and empirical knowledge represented in the form of concepts, principles, laws, regulations and procedural methodological requirements (socio-legal, special, personal, information and communication, etc.).

Competencies - the generalized methods of action to ensure productive performance of professional activities (key or universal, special or professional, concrete); professional conduct in dealing with generic and specific professional tasks, the performance of functions carried by the specialist. Expertise broad spectrum of use, have a certain flexibility have been called the key, they define the implementation of special and specific skills. The same core competencies provide the productivity of different activities. Competence can not be

isolated from the concrete conditions of its realization.

Learning outcomes - an integrative response that characterizes the quality of graduates (in the Russian legal framework and cultural and educational traditions should use the term «educational outcomes»).

It is advisable to emphasize the requirements compliance with which is considered necessary in the context of the competency approach: at the stage of formulating the results should be planned with adequate methods for monitoring and evaluating tools and is expected to be provided with a clear description of learning outcomes; results-orientation entails the development of new methods of teaching and learning (teaching) and evaluation, screening her general competence should be made using modeling (simulating) exercises, tests the readiness and fitness, questionnaires, interviews, panel discussions, presentations; students are positive about modern forms of control and their motivational impact, should prepare teachers in the use of new methods of monitoring and evaluation.

In developing the educational program, forming a list of competencies and outcomes of education appropriate to rely on European algorithm:

1. Determination of needs.
2. Description of academic and professional profile of training manager.
3. Identification of learning outcomes.
4. Identification of general and professional competencies.
5. Development of modules, organizational forms, assessment tools.
6. Develop procedures and methods of quality assurance (continuous monitoring, evaluation, adjustment).
7. Preparation of target modules (account prior knowledge and skills, planning skills, correlating with the level - descriptors, qualification frameworks, controls, methods of teaching and learning, educational environment, labor students)
8. Assessment of the level of managerial competence manager.

Managerial competence can also be defined as the totality of characteristics of systematization [12]:

MC = f*(P, S, K, SP, EC, RP, CD, TK),

Where MC - managerial competence,
F - function of the manager,
P - characteristic is the subject of defining its attitude, system, process, mechanism, method of work;
S - characteristic of the subjects in the interaction with the formation and development of competences to the - characteristic of competencies;
SP - characteristic of system properties and competencies different as a manager;
EC - characteristic results effect of competence;
RP - dynamic characteristic, reflecting the orientation of the object in time (professional development);
CD - characteristics of the causal effects on the object being described, the dynamic changes therein and the results of its operations;
TK - characteristic of the conditions under which implemented competence.

Structural and education program consists of modules (training cycles). The module is considered as a «group or association of time-limited closed, methodically and / or content to be studied teaching blocks», «a training unit specifically formed from the lessons of one or more disciplines». Modules allow you to get some professional skills and acquire relevant competencies. The development of the module students are not connected with the place and time, but only with educational trajectory of the student. Modular training process is divided into didactic plan for school subjects, occupations, and educational projects. Modules as a teaching unit designed to link the acquired competence in professional activities. Individual modules can be part of multiple occupations (training areas) and to a certain degree of flexibility combined with each other or speak distinct academic units.

Modules are distinguished by their types (species groups) for various reasons. For example, allocate module inputs (related to the content of individual subjects, a defined time frame, etc.) and output modules (can purchase individual qualifications skills, competencies that exam on separate, orient yourself on the educational process and its results). Modules can also be subdivided into: required (main and auxiliary), electives, basic and additional. The role of sub-modules is to ensure that facilitate the assimilation of the contents of the basic modules. It is possible to release the students from studying individual binding modules, if during the previous training of these thematic areas have already been disbursed. In terms of labor intensity units are classified into large (8-12 credits), medium (4-8 credits) and small (less than 4 credits).

In a number of European universities in terms of requirements for educational content modules can be attributed to different levels: basic modules («Lower division») are used to transmit basic knowledge in the initial phase of the bachelor's, in-depth modules («upper division») are studied in second half of the bachelor, the content more advanced and extensive.

The use of modules allows the content of education: consistently generate content based on the qualifying goals, optimize it, to move from discipline to the module, which leads to over construction content; clarify the role and place of study and training; strike a balance between the amount of the components of the educational program and the mobility of students, to strengthen interdisciplinary content of the educational program; integrate activities beyond the specific discipline; use modular technology with the concept «of education throughout life»; develop systems thinking (in contrast to its disciplinary construction); connect competence relating to various aspects.

In the field of evaluation: to implement early identification of gaps and continuous assessment, which leads to improved management of the development of knowledge and competencies; guide the examination requirements for a module, rather than on specific disciplines, to provide an evaluation of the learning outcomes.

In the individualization of educational programs and education tracks students: ensure openness and flexibility of educational routes students, create transitions between training courses and types (species) universities; create a new educational resource in the individualized education program, replacing strict educational programs more dynamic training modules, to provide students the opportunity to fast (abridged), completion of training; enhance the motivation of students to the exposure to the regulated timing of educational programs (bachelor - master); ensure transparency in the organization of individual learning; simplify the recognition of the training process in Russia and abroad; support national and international mobility of students, create additional opportunities for personal profiling, when the modular structure acts as «a constructor ».

As for the social role of higher education: to raise the possibility of adaptation, the interdependence of education and qualification purposes, create additional conditions for the submission of academic career and future employment in terms of modules and periods of study that teaches students in high demand in our dynamic culture of self-development time.

In the area of the educational process and educational technologies: compactness of the structure to improve learning; clearly organize the educational process, practice a simple and foreseeable to the structuring; realize the benefits of continuing fixation on the documentary level results, which are planned for the modules, to achieve transparency of qualifications acquired at any time of learning and / or professional activity manager; more purposefully to implement customer orientation character education with organizational, methodological and technological learning process.

In the area of capacity-resource potential of higher education: to strengthen cooperation of universities, including due to focus their strengths, make better use of funds and resources, and invite teachers from foreign universities and practicing managers.

Elements to describe the module are: qualification aim; handle the level of bachelor or master's degree, and educational disciplines and courses, which form the module; competence bachelor's or master's degree management; various quality functions to be performed by the manager in professional activities, activities to determine the composition of competences [7] Bachelor of Management; didactic module; organizational forms of educational process; form and terms of training, conditions of participation of students in the learning process (for admission to the study), the conditions for loans (credits) and the amount of work students form and extent of examination, evaluation, frequency supply module, the duration of the module.

Throughout the period of training modules relate to the different categories: general binding modules form the basic framework of education; compulsory modules specialize in a content needed for specific specialization modules of choice for particular specialization modules of your choice, beyond the expertise.

The faculty of management, training and retraining of the Ural State Pedagogical University developed competence model of the graduates - bachelor of management, which is based, on scientific development of E.F. Zeer and E.E. Symanyuk.

The structure of the educational program for bachelor of management allocated 4 modules; the first three are the basic modules and the final module - in-depth and cross-cutting:

1. Overall (socio-humanitarian) (supervisor module Sinyakova M.G., Dean, PhD, Associate Professor)

2. Business Management (supervisor module Krupnova E.V, PhD, Professor),

3. Psychology of Management (supervisor module Symanyuk E.E., Doctor of Psychology, Professor),

4. Methodology and Technology Management (author of this article).

Select modules are based content, organizational and technological features of academic disciplines and their influence on the formation of certain competences manager of which extended.

We are working on a competence model of training of Master of Management in the program content which will be introduced

5. Specialization of Management (Master's line of management, management consulting) (supervisor module Symanyuk E.E., Doctor of Psychology, Professor, Head. Department of Occupational Psychology Management).

Relationship between the functions and competencies Bachelor of Management can be represented by a matrix (Table 1). This managerial competence Bachelor of Management will be assessed by levels: (1) - Basic and Operational (general management), (2) - integrative or instrumental (functional management), (3) - decomposition, or strategic (value-oriented management).

It is known that the value of the function to be performed bachelor of management, determined by the level of development of those skills, which he should have, and at what level of managerial competence, he will be able to perform professional activities: F = f (K1, K2...).

The analysis shows that it is the general management functions (F1, F2, F3, F4, F5) require the display of virtually all key competencies, formed during training on the program.

In consequence, managerial competence of graduates of the educational program can be measured in professional expertise means the following components: knowledge, skills, ethics and responsibility, experience, professional conduct and actions on specific issues, mentality.

The methodology and the experience of the training program manager may be used to develop the scientific and methodical

software bachelor's and masters of management in other Russian and foreign universities.

Restructuring based on the competency approach must start from the content and technology training managers to support services for students in high school, changing the mechanism of interaction with the employer. Attempt to comprehend the conceptual approaches and implement them in educational practice has just begun and the quality of these structural, content and technological change will depend on the competitiveness of Russian managers. Understanding your own Russian experience must necessarily be based on a comparison with the experience of foreign partners, and if the scientific and professional community will be interested in this subject, then the series could be continued.

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