Psychological Aspects of Management and Economics of Higher Education

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ABSTRACT

This paper considers the idea that the creative productivity of and psychological basis for achieving high results is expressed in general abilities, creativity, optimism, belief in success and motivation in all social spheres. Management education is crucial for the formation of future professionals in all areas of public life. The article contains analysis of development of new progressive models of management education which should combine the basic types of controls: Administrative (command) and motivational management, project management and process management. To control dynamics, which was considered more "progressive," there are two problems. The first is the problem of the relation of design (innovation) and process (recurring) activities, the other activities of education authorities, particularly at the municipal level, a significant proportion of time and energy which is the current routine functions - the payment of salaries to employees of educational institutions, etc. In the modernization models of management education need to move from the traditional use of two control mechanisms - planning (many "activities"), and pervasive control for the full set (cycle) mechanisms, such as: Analysis of current state controlled educational system, the forecast of development of the education system, goal setting, scheduling development tasks, providing resources, monitoring the development of the educational system, which is the essence of operational management.

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JEL Classifications: A20, A29, I21, I29

1. INTRODUCTION

What helps and what hinders a person to achieve success; can you talk about the psychological key to the success of the psychological barriers to success? The answers to these questions require a survey of those personal qualities that demonstrate people who achieve success. A number of works suggests that the creative productivity of and psychological basis for achieving high results is expressed in General abilities, creativity, optimism, belief in success and motivation. It is a high achievement motivation, will to succeed will determine the actual results of the activities successful people. The need for modern organizations to respond flexibly to the demands of the competitive environment, the transition to the knowledge economy, increased competition for the speed of business processes, development of online communities has led to the fact that the management in organizations was based on the team approach, i.e. to use as the basic unit of control is not a major labor groups or individual employees and management and project teams. At the same time the management has been understood primarily as a change management, and the main efforts of the heads moved from vertical to horizontal relationships. Today the interest of psychologists actively manifested in relation to problems of organization, team interaction, improving the performance of teams, optimizing their development, technology team building, developing a new model of leadership based on the principle of command and not individual leadership. Currently

one of the dominant models of professional activity of senior and middle rank is the joint management activities (JMA) involving several senior management functions related to the regulation of intergroup interaction led by their structural units and/or organizational subsystems. For each head part in cooperation with other managers work as a very broad and diverse "functional load" expressed a special role position Manager - "partner for JMA" (Bondarevskaya, 2004). Building an effective system of socially-psychological training of managers as subjects JMA is impossible without an adequate understanding of how this aspect of managerial activities is reflected in the professional consciousness of managers, what place it occupies in the structure of their "basic ideas."

In the development of new progressive models of education management must find the optimal combination of types of controls:

- Administrative (command) and motivational management (control, motivating participants in the educational process to perform the required action, for example, through forms of material and moral incentives);
- Project management (management in dynamics - managing change in the system of innovative activity, etc.) and process management (management of the operation - "static" - a regular, repetitive activity under constant external conditions).

To control dynamics, which was considered more "progressive," there are two problems. The first is the problem of the relation of design (innovation) and process (recurring) activities. This problem is very simple. If, say, the entire education system (municipal, regional, etc.) is entirely immersed in an innovative mode, then it will obviously complete chaos. And, in particular, for the 200 years of activity of the Ministry of education (education) in Russia in the education system was held on 26 reforms?! - too often (Barsukova, 2010). On the other hand, in the activities of education authorities, particularly at the municipal level, a significant proportion of time and energy is the current routine functions - the payment of salaries to employees of educational institutions, etc.

2. LITERATURE REVIEW

The analysis of literary sources showed that in recent years a number of studies in the field of economic education and management education in the following areas:

- Create models of the organization of the process of economic education in higher secondary schools (Andreev, 2005);
- Orientation of youth in the economic professions;
- Training of future specialists of economic profile in the system of higher and secondary education;
- Personal development specialist in the sphere of economy.

Based on the analysis of literature sources and work experience in the field of management education, we can conclude that it is based on the idea of having to design such pedagogical conditions of learning in which the content of the educational process would be focused on the development of professionally significant qualities of the personality of the future specialist: Competence, responsibility, mobility, flexibility, adaptability, competitiveness.

3. MATERIALS AND METHODS

In the modernization models of management education need to move from the traditional use of two control mechanisms - planning (many "activities"), and pervasive control for the full set (cycle) mechanisms (Novikov et al., 2016), such as: Analysis of current state controlled educational system needed to produce the "reference point" against which will be measured the development of the system subject to control actions or otherwise. A comparison of the current system state with the views that reflect her "perfect condition" allows a first approximation to assess the current effectiveness of its functioning.

The forecast for the development of educational system, conducted without regard to the possible control actions, allows you to judge what will be the dynamics of the educational system and how it will be disposed of or to approach the "ideal state," if not to take further action (Andropova, 2004).

Goal setting implies the formulation of common goals of development, as well as performance criteria that reflect compliance with present and/or future state of the educational system the goals of its development.

In the planning phase is the definition of a set of development goals - actions, events, etc. that will allow you to reach or get as close as possible to the goals in the existing or forecast conditions.

The defined planning set of actions requires appropriate resourcing, including motivational, financial, personnel, information and other resources (see transfer of resource provision above), which is one of providing control functions in development of the educational system.

Control over the development of the educational system is the constant monitoring for changes to the system caused by control actions taken in accordance with the plan, and to identify deviations from the plan. Since the development of the educational system is continuous (in time) process, as new information becomes available (resulting from the implementation of control functions) on the challenges of development may need further corrective action, which is the essence of operational management.

As you complete each of the planned stages of development of the educational system for the successful implementation of the next steps necessary to analyze the changes, summarizing the experience of development, which should be used when developing strategy and tactics for the future management of the educational system. The analysis of the sources generally showed the necessity of transferring the entire system of education management on a modern footing.

4. RESULTS AND DISCUSSION

For the management of modern education on macro and micro level is extremely important is to master the skills students absorb knowledge and process information with the new information and computer technologies. The results of the experiment showed

that the level of formation of key components of the information technology competence of students - managers is still at a high enough level. Such as information technology training of students negatively affects the quality as general professional and special training, is not conducive to successful mastering of disciplines of economic cycle. Therefore, it is necessary to create in the educational process of the system of conditions for the formation of key information technology competencies, which we presented in didactic, organizational, pedagogical and psycho-pedagogical.

The results of the formative experiment the following was done:
1. Established methods for the determination of levels of formation of key information technology competence of students-managers;
2. Revealed the original quality level of formation of key information technology competencies;
3. Identified educational goals stages of learning;
4. Established the structure of the subject content of professional courses in Economics.

Methods of diagnostics of educational process based on data about structure of core competencies: Substantive-evaluative, motivational and strong-willed, socio-cultural and professional-personal components. To methods for "measuring" the study of the signs we carried the following (Azarova, 2004; 2009; Novikov et al., 2015): Individual and collective interviews; observation of work of students in lectures and practical classes; surveys; review and analysis of case studies; observation of activities of students in creating non-standard situations; for student work in the team; computer testing of students and the analysis of its results.

Methods of diagnosis of process of formation of key information technology competencies at three stages of development are shown in Tables 1-3.

Qualittive characteristics of the stages of development of key competences of future managers in conjunction with selected signs, these components allowed us to obtain more reliable information about the actual state of the process of formation of key information technology competencies.

Methods of diagnosis we need the measurement tool by which you can objectively assess the dynamics of the learning process. The evaluation activities of the students expressed the qualitative characteristics. One of them is "education," reflecting the student's ability to operate with knowledge and skills to solve theoretical and practical professional tasks. Data on students achieving a certain level of formation of key competences provide a meaningful choice of further ways of learning, differentiation and individualization of the learning process. The process of formation of key information technology competencies was to compare the levels of proficiency of individual students and in fixing the achieving (or not achieving) each student a certain level of formation of a component of key information technology competencies.

The main purpose of the formation of key information technology competencies of students at the first stage was the assimilation of basic knowledge and skills required to adapt to the learning environment (Belousova, 2010; Rylov et al., 2016). Meaningful evaluation component of professional economic competence at the first stage was characterized by the mastery of the skills students absorb knowledge and process information with the new information and computer technologies (Shkurkin et al., 2016). The conscious motivation for learning helped students to develop independence in finding the right knowledge, formed the skills to use information systems computer technology. The formation of the socio-cultural component contributed to intellectual development, interdisciplinary synthesis of the subjectively new knowledge on the basis of economic and information technology knowledge. Developed the need for continuous updating of knowledge, accumulated experience of getting new interdisciplinary knowledge formed the communication skills of the students.

The use of an educational-methodical complex at this stage (lecture notes, the content of laboratory and practical trainings, methodological guidelines) contributed to the systematization of economic knowledge, formation of understanding of economic laws and economic transformation processes taking place in our country.

Studied theoretical material was reinforced when the practical and laboratory tasks developed by teachers taking into account the principle of independence and individualization of learning. The tasks were designed to test not only formal knowledge but also skills and skills of the students. Analyzing the data obtained, the students were able to design their own actions that contributed to the development of thinking skills, memory, logical thinking, develop practical skills and demonstrate independence (Belousova, 2010; Kobersy et al., 2016). Practical tasks allow you to see the relationship between the studied items and the ability to apply the acquired knowledge in professional economic activity. The use of computer laboratory and practical base allowed the students

Table 1: Methods of diagnosis of process of formation of key information technology competencies at the first stage

Personality	Manifestation	Methods of diagnosis
Mastering the skills to update knowledge. The perception of information and assimilation of knowledge using information technology	Know how to organize knowledge, solve problems with a computer	Computer testing, interviews, surveys; monitoring the activity of students in the discussion of the basic professional concepts
The conscious urge to assimilate knowledge	Able to find necessary knowledge	Individual interviews, written and oral surveys, questionnaires
Awareness of the project and educational activities as a means of intellectual development	Synthesize knowledge, create models and explore them	Observation, interviews, computer testing
The need for continuous updating of knowledge, development of communicative	Acquire new knowledge	Practical assignments, observation of the conduct of the search activity of the student

Table 2: Methods of diagnosis of process of formation of key information technology competencies at the second stage

Personality	Manifestation	Methods of diagnosis
The ability to use acquired knowledge in practice, improve the perception and updating of knowledge, development of cognitive abilities	Independently find the necessary knowledge and research tasks using a computer	Practical tasks, observation of work of students
The ability to focus on the tasks at hand, the solution in their practice	Analyze the knowledge and apply them in practice	Computer testing, individual interviews
A manifestation determination, responsibility, practicality	Understand the role of knowledge for development of creative thinking	Interviews, analysis of listeners' questions, observation of collective work of students
Adaptability, competitiveness, self-improvement in applying knowledge in professional activities	Techniques of computer collecting and storing information independently and find the optimal solution to the task	Observation of the conduct of search activities when making decisions on practical tasks on the basis of independently obtained information

Table 3: Methods of diagnosis of process of formation of key information technology competencies in the third stage

Personality	Manifestation	Methods of diagnosis
Mastering skills of creative application of knowledge, the active reproduction of knowledge and skills in practice	Synthesize and analyze new knowledge, possess the methods of independent work	Practical exercises, observation of collective work of students, creating situations that require teamwork
The development of motives for non-standard creative approach in the application of knowledge	Understand the role of knowledge in the development of creative thinking. Can use the knowledge to find creative solution of professional problems	Individual interviews, express interviews, practical tasks
Mastering skills of creative application of knowledge using computer technologies, identity	Know how to use information and computer technology in the search for new knowledge, to independently find solutions to different production situations	Monitoring the search activity of students, the preparation of messages using the information received via the network
Creative approach in their professional activities, competence	Own creative methods of independent work, possess a predictive design method, know how to analyze situations and find optimal solutions to professional problems	Observation, interviews, questionnaires

to form the necessary professional skills as a condition for the successful formation of key information technology competencies.

At the end of the first stage of training was defined the level of formation of personal qualities of students required for professional competence development, the results are presented in Table 2. These data were compared with the results obtained at the beginning of training.

It can be stated that the level of forded key information technology competencies at the first stage in the group increased. The results of this study it can be concluded that most students had strong interest in obtaining modern professional economic knowledge. The manifestation of cognitive abilities of students at this stage of the research was expressed in the motivation to acquire new knowledge, increased interest in the study of economic and information technology disciplines.

Observing students in different learning environments has shown that learning occurs in learners according to their individual characteristics and interests. The formation of a meaningful evaluation component of the information-technological competence promotes the development of students such qualities as independence, persistence, responsibility, activity.

Reaching the first level of forded key information technology competencies, students recognize the connection of the study material with practical activities, the role of computer technology in the search for new knowledge, which is a means of self-realization and self-affirmation.

The analysis allowed to identify that the formation of key information technology competencies in the process of educational activities in the first stage, their level of education increased. It encourages trainees to improve their knowledge and needs in the development of new. In the learning process we developed a system of tests of achievements, allowing to control the quality of information technology training of students-managers.

5. CONCLUSION

Project training activities contributed to the assimilation of new professional knowledge, the mastery of rational methods of work, development of skills in the use of information technology. In the process of learning the students acquired practical skills, learned to use computer technology and programs to acquire new knowledge. The students developed the desire to defend their point of view, there is a responsibility for the results of their work. Especially it was necessary to stimulate in the students the desire to seek unconventional approaches to the solution of professional economic and managerial tasks, mastery of the techniques of modeling and solution of applied problems. It took to form the belief that "obtaining" new knowledge is one of the important functions of intellectual activity, to guide them in the practical

application of information technology. The implementation of the objectives of the second phase is reflected in the change in the content of didactic complex as a primary means of organization of educational process of the Polytechnic College.

Didactic support included in addition to lectures, a set of practical tasks with increasing levels of complexity, the system of independent works, use of media, allowing implementing the principle of independence and individualization of learning. A set of case studies allowed to solve tasks of varying difficulty based on individual mastery of the material. Controls included control tasks, allowing estimating the degree of assimilation of the studied material, computer-based tests on the research issues, as well as controlling practical tasks. Didactic potential of such learning tasks allows you to organize creative activities. At the beginning of the second stage and after it was determined the level of achievement of students.

Transition from one level to another was accompanied by changes in cognitive abilities of students, memory, developed creative thinking, communication skills, adaptability, and competitiveness. This indicated the approach to the goal - the formation of key information technology competencies in the process of educational activity.

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