Psychological and Managerial Problems of Modern Higher Education

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ABSTRACT

The article deals with the psychological and managerial problems of modern higher education, socio-economic features of the system of higher education in Russia, the hierarchy of the objectives of educational psychology, methods of improvement. The paper analyzes the problems of psycho-pedagogical process of high school the principal of which is the formation of the model (profile) specialist, regardless of a particular profession, as well as a flow model of the core competencies of information technology graduate economic direction of institute. Technological model allows to visualize the whole process of acquiring the students the necessary information, knowledge, skills and experience and thus achieve the level set by the state educational standards, forms the key information and technological competence of the future expert - economist, a graduate of institute reflects the structure, orientation and sequence of the training activities. The article presents the 11 blocks of technology model with a detailed description. The authors concluded that the psychological, pedagogical and managerial tasks are complex; they can be solved by means of modern psychology, pedagogy and teaching methods. This synthesis must be carried out within the framework of an educational institution all the means of education.

Keywords: Education, Managerial Problems, Teacher, Psychology
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1. INTRODUCTION

Modern education system objectively cannot exist without the full participation in the solution of its problems of scientific psychology. All educational processes have a powerful psychological projection, considering the psychological aspect and functioning. Educating a person - is the process of training and education and the transformation of the individual in person. The modern world is characterized by an intensive expansion of contacts, interaction and communication spheres people increased geographical and virtual freedom of movement rights, rapid inserting or integration of the individual in different social communities, projects to do with it, there are many dangers as a result of such integration. All this is a lot of psychological and managerial changes the face of modern identity - its focus, numerous manifestations in the psyche and behavior, intergroup and interpersonal relationships. The modern system of education must take into account the changes in the scope of the needs, motivations, values and aspirations of the modern individual, his mental image, especially interpersonal relationships, including teacher-student. This is especially true for the system of higher education because it involves the future specialists, participants of all major economic, cultural and social relations.

2. LITERATURE REVIEW

In 1927 Vygotsky in "The historical meaning of psychological crisis," assessing the state of the psychology of his time as a crisis, the underlying cause of the crisis seen in isolation from the practice of psychology. This study anticipates an epigraph: "The stone which the builders despised has become the cornerstone …" (Vygotsky, 1981) under the stone just

understood practice. A necessary condition for overcoming the crisis, according to Vygotsky, a change of practical psychology in science: The practice should become the cornerstone of science. According to the national psychology Vasiljuk separating and developing attitudes Vygotsky, currently there is not a crisis, its basic negative symptoms of schizophrenia, i.e. splitting our psychology, "psychological practices and psychological science live a parallel life as two subpersonalities dissociated personality" (Vasiljuk, 1996; Finaev et al., 2015). We consider it necessary to note the outstanding contribution to the problems of the professor, academician Rubtsov in the study of patterns and mechanisms of educational activity (Rubtsov, 2010; Rubtsov and Margolis, 2010). On the basis of the activity approach and cultural-historical psychology of Vygotsky, Leontiev and Davydov. Rubtsov was one of the first domestic psychologists consider projects related to the development of education, both secondary and professional psychological, pedagogical and managerial. Under the leadership of Rubtsov it developed scientific concept of cultural-historical type of school. They formulated the theoretical and methodological framework for the assessment of the educational environment of high school, including a system of criteria of psychological-pedagogical examination of educational space (Rubtsov and Margolis, 2010; Rubtsov and Ulanovskaya, 2010).

On the psychological congresses and conferences in the fields of modern scientific periodicals regularly discussed the need for the connection between theory and practice in educational psychology. We watch as the self-respect to the independent existence of the theory and practice. Psychology - the science, designed to serve man remains closed in themselves and for themselves. Many serious ideas are discussed, tested, but not implemented and remain on paper.

3. MATERIALS AND METHODS

To address this question it is necessary to analyze the socio-economic characteristics of a system of education:

- In terms of development of professional competence of students of the obvious difficulty is a timely response to the dynamics of education and social and economic conditions in society;
- The main reproach higher education is cut off from the real areas of production;
- University training do not always take into account the social contradictions of the modern world. Economic stratification of modern society largely affects relations among students and among teachers, the lack of a well-defined system of values in life and ethical standards is the uncertainty relations in high school;
- Psychological and managerial problems arise because of the unwillingness of students to the creative process, students are more focused on the reproductive method of learning;
- The uncertainty of the control of the university, the lack of clear methods of evaluation of the student competencies, technology assessment of professionalism of graduates;
- The system of higher education is poorly developed self-awareness and self-learning that is connected with mental

coloration identity and orientation of students on a degree as a result of the educational process;
- A major component of the educational process - the role of the teacher of disagreement between the supporters of the process of democratization of education and advocates of authoritarian management style of communication;
- And finally, the painful issue related to the modernization of education in order thereby, and how the modernization, as it affected the quality of education.

4. ON THE SUBJECT OF THE PSYCHOLOGY AND MANAGEMENT OF HIGHER EDUCATION

Higher school of psychology uses knowledge of general psychology, social psychology, developmental psychology, work psychology, psychophysiology. As well as achievements of modern pedagogy. Psychological and managerial regularities of the processes of training and education - is the subject of the psychology of higher education. The methods of the research question are methods and techniques of various studies such as observations, experiments, interviews, discussions, surveys, analysis of the products activities, educational assessment, content analysis, modeling (including the use of computers) and training.

The central figure in educational psychology is the personality, the personality and identity of the student teacher, teacher, educator and psychologist. The individual becomes a person in the most complex multilateral process of socialization. Personality has social motives, means and ends in the process of creative activity. Personality traits depending on the biological characteristics of the micro and macro environment. Personality is the object and the subject of the environment, the individual form of existence and development of social ties and relationships. In the process of socialization plays an important role family, religion, the state. The higher education system receives an order regarding the finished "product" of society, home, school education, informal spontaneous formation. It is at this stage of formation of the personality acts as a source of creativity, uniqueness and originality, it is the bearer of a unique experience and a potential creator of a new, original in science, economy and culture. Depending on current research and applications in the foreground will inevitably serve different aspects of the concept of "personality." Teaching process is always of a bilateral nature, purpose of training and education can be analyzed not only a teacher but a student in practice that the students want to teach them, but few people want to subject themselves to voluntary education. Especially now that the process of education has become a process of providing educational services.

5. PSYCHO-PEDAGOGICAL AND MANAGERIAL AIMS AND OBJECTIVES OF HIGHER EDUCATION

In order to successfully meet the challenges of higher education is necessary to:

- Analyze the history and current state of higher education in Russia, to introduce the participants of the educational process with modern interpretations of pedagogical and psychological, management and economic sciences, with the trend of higher school at the present stage;
- Promote a psychological and pedagogical thinking of the participants of the educational process, namely to recognize the uniqueness and individuality of each student, to form relevant to the person as the supreme value of the individual wearer and psychological abilities and opportunities;
- Foster the professionalism of teachers, the establishment of relations of partnership and cooperation between the participants in the educational process;
- Provide scientific and practical analysis of the characteristics of teachers of higher education.

The main task of psycho-pedagogical process in higher education is the formation of a specialist model (profile) expert, specialist profile description is the original premise for the preparation of curricula and training programs. Model solutions specialist becomes a tool of psychological, pedagogical and managerial problems in the course of its preparation. It should take into account the hierarchy of objectives of higher education. Description of the profile of experts is the starting premise for the preparation of curricula and training programs.

1. At the first level are the goal of training, regardless of the particular profession that must be determined by the features of a historical epoch. In our time, a number of such challenges include environmental education, continuous post-graduate education and the problem arising from the collective nature of most types of modern business.
2. The second level of problems is formed at the level of the specific problems for our country in the information society, a paradigm shift of education. In preparing the specialist must take into account inter-ethnic relations, modern Russia's geopolitical position and economic conditions in the target of the sanctions, to give social and psychological orientation specialist.
3. The third level - the actual job tasks and competencies, the largest in terms of volume and variety of tasks. With the system of higher education specialist should learn to solve research, practical and educational objectives.

In determining the content of the program of courses and teaching methods of disciplines is necessary to consider another important factor. Each knowledge or skills that are necessary to form a student for the successful solution of the problem of the intermediate level, there are at least three layers, three relatively independent components: Substantive, logical, psychological and managerial. For the implementation of psycho-pedagogical goals and objectives requires the use of various forms and methods based on principles of developmental education, to create a favorable learning environment for teachers and students, undergraduates, graduate students and for all participants in the educational process. In the lectures must be a problematic presentation of the theoretical course, on practical, seminars discuss the results of an independent, research, creative work of students at all levels of higher education.

6. TECHNOLOGICAL AND MANAGERIAL MODELS OF KEY INFORMATION TECHNOLOGY COMPETENCIES GRADUATES OF ECONOMIC TRENDS

Technological model should allow to visualize the whole process of acquiring the necessary student information, knowledge, skills and experience and thus achieve the level set by the State educational standards.

The 1st block of the technological model defines an object modeling - the educational process at the institute. In a study of our problem, we relied on the competence approach to the phenomena of psycho-pedagogical reality. Under the information technology training of future specialists will understand the process of formation of information technology knowledge, skills, personal experience and education of emotionally-valuable relation to him. The learning process we look from the perspective of the teacher (teaching) and the activities of the student (teaching).

The 2nd block of the process model includes a description of the features of the work of economist or manager today. Economists and managers have to process large amounts of information, and be based on its analysis of management decisions. It occupies an important place of its ability to use new information technologies in the sphere of economy (Shkurkin et al., 2015; Kobersy et al., 2015).

The 3rd block of the model describes the design principles of the content of information-technological preparation of the future economist. To the system we have carried the following principles: The humanization of higher education, democracy, biodiversity, integrity, continuity, continuity of information technology training, integration of disciplines, competence oriented education, basic, intensification and regionalization of education, environmental, conditionality and tolerance. The principles should allow to select content, methods and means of information technology training. Their observance is mandatory for the organization of teaching - educational process.

The 4th block includes the contents of information and technological training. The main element of the new content is subjective information and technological knowledge. As written Medvedev and Alexandrov: "Creating a new subjective knowledge occurs in the course of activities which, when it is in the nature of direct modeling and implementation phases of research - the production cycle, that is a process of transformation of knowledge into work" (Medvedev, 2003; Shirin, 2015). Information and technological knowledge through the economy is due to human activity and production. Shaping the content of the information technology training can be based on the model proposed by Markushevich in the base of which is the idea that scientific and technical information, the full range of scientific knowledge as a whole and each scientific discipline alone should have the "core" and "shell." As the "core" is allocated a set of theoretical knowledge, principles, basic concepts and laws. "Shell" is associated with the actual material and application, reflects the specificity of the

future professional activity of the student (Markushevich, 1973; Prokofieva et al., 2015).

Information and technological knowledge plays an important role in the formation of economic thinking of the student. We see this as the way to the formation of future specialists systematic knowledge of the most common ways of working. The content of the information technology training future economist include: Basic information and technological knowledge of general theoretical issues related to the representation, transmission, storage and processing of information using a computer, the general principles of architectural design and operation of hardware and software; specialist skills that make it suitable for the implementation of professional activities (organizational, informational, communication, design, research necessary for the implementation of economic activities with the use of information technology); skills in information technology transfer knowledge from one sphere of activity to another; ability to find patterns in a variety of objects and processes of economic activity, to simulate the patterns of information technology in order to create models of economic systems and processes; emotional and value attitude to information technology activities; personal experience of information technology activities; the interaction of stakeholders as carriers of information technology culture.

The 5th block includes a description of the level of formation of information-technology skills. The main result of the application of the experimental method should be the formation of the whole personality of the student, his information technology culture, professional knowledge and skills. We will consider all levels of formation of key information technology skills. Together, they make a contribution to achieving the ultimate goal of education - student mastery of high level of competence. Identifying the levels of formation of key information technology competencies in the process of design and training activities at the Institute, we note that the concept of "level" is the dialectical nature of the process of formation of key information technology competencies in terms of design and training activities Institute, and allows us to understand its properties and communications. The transition from one level to another shows the process of formation of key information technology competence of future economists, while the integrative properties of the prior art does not disappear and turn into more sophisticated. Formation of professional competence in the process of design and training of future economists will be determined by a three-tier system: A "low" (first level), "average" (second level), "high" (third level).

The 6th block describes the procedure for the selection and application of indicators of quality information technology training. To determine the quality of the training we used the degree of formation of the components of key competences. Control of the results was carried out by us on the basis of statistical processing of indicators. Definition of indicators possible to move from the qualitative evaluation of the educational process to quantify. A significant increase in the effectiveness of information-technology training can be provided if it is implemented on the basis of modern educational technologies and monitoring its

quality. Good computer skills, e-mail, Internet increases the awareness of students, attaches it to the world of science and art.

The seventh unit describes the psychological, pedagogical and managerial conditions of formation of information-technological preparation of the future economist. Knowledge cannot "teach" you but can only create the conditions for their formation in the process of mastering the material and spiritual culture. Pedagogical conditions of information-technology training, we were divided into didactic, psycho-pedagogical, organizational and pedagogical. After studying the pedagogical conditions of formation of information-technological competence and their components, we turn to the definition of methods and means of formation of key competencies in information technology training in the Institute.

The 8th block describes the methods of formation of information-technology skills. Under the method of teaching, we understand ways of working that are used by teachers and students in their joint efforts to achieve the goals of education (Hiemstra et al., 2015). As one of the teaching methods we use training - research. In the classroom, students receive tasks in the form of teaching and research tasks, for which required not only the activation of existing knowledge and skills, but also the synthesis of new knowledge for the student, which is called the new subjective. In addition to teaching and research applied such organizational and pedagogical methods, as an individual and independent work of students, performance of course projects using a computer, individual work. Independent work - one of the most important forms of training and learning activities of students. Ushinsky wrote: "The school must organize work so teachers and students, children, wherever possible, worked independently and the teacher directed this independent work and gave him the material for" (Ushinsky, 1990; Beloglazov et al., 2015). The effectiveness of independent work of students depends on the thoroughness of its preparation and guidance from the teacher.

The 9th block describes the means of formation of information-technology skills. As a didactic means we used learning activities. The contents of these tasks is chosen so that in the process of implementation of a student formed various information technology competence. Learning tools are also computing and service equipment, software, training and manuals, tests and other teaching materials support the learning process. Selection of the most effective methods and means for a specific training session, it is one of the highlights of the learning process. Analyzing the methods and means of learning must take into account their continuous improvement. When using the methods and means it is important to take into account the fact that the same method or means may be effective under certain conditions, and totally unacceptable in other.

The 10th block describes the process of implementation of the training methods. An important step in the accounting process is the procedure of interpreting the results obtained when operating with the process model. Indeed, these results tend to have a greater degree of generality and because of their abstraction cannot always be directly applied to solve some specific practical problems. Therefore, a procedure for specifying the information received in relation to the learning tasks. Selects teaching methods should

focus on subjective synthesis of new knowledge by using new information technologies in the course of studying of disciplines of economics. Thus, the interaction of information and economic expertise are important. This interaction contributes to the formation of the new and it cannot be reduced only to the original knowledge, which is an expression of the system properties of the combined knowledge.

The 11th block describes the quality control system of the formation of the key information - technological competencies. Monitoring carried out in the course of teaching of copyright and in the psycho-pedagogical experiment. Creating a monitoring system requires the definition of criteria and indicators. Under the criterion will be understood indication on the basis of which the evaluation, definition or classification of anything. For our study as a criterion, we have the level of development of information technology competence. It provides a qualitative criterion to assess the condition of a property of the object being studied. The index expresses the numerical value of the criterion, and allows you to measure quantitatively the property. For example, the rate of formation of the competence criterion level is defined as the numbers of students who have reached a certain level of knowledge, skills, experience, make up the content of competence to the total number of students of the experimental group.

Thus, the technological model of formation of key information technology competence of the future expert - economist, a graduate of Institute reflects the structure, sequence and orientation of educational activity. Technological model should allow to obtain the following results (Figure 1):
- The general laws of organization of the educational process;
- The sequence of actions of teachers and students,
- Criteria for selecting the best of forms, methods and means of instruction;
- Conditions of the educational process at the Institute;

Figure 1: The technological model of the formation of key information - technical competence of the future expert-economist
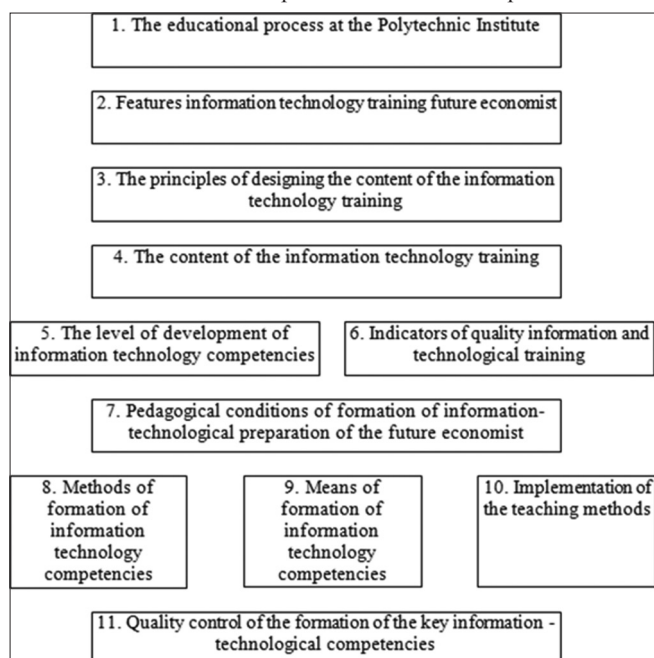
- To determine the method of monitoring results; forecast of the learning process.

7. CONCLUSIONS

As one of the most important conditions for the successful functioning of the higher education system is the availability of advanced innovative psycho-pedagogical methods of educational process when the method is a conductor between the objectives set forth in the federal state educational standards and a specialist with the necessary set of professional competencies. Specialists with the entire arsenal of modern approaches to solving professional problems - a confident person capable of solving any professional, socio-cultural and educational problems in the society. Psycho-pedagogical tasks are complex, they can be solved by means of modern psychology, pedagogy and teaching methods. This synthesis must be carried out within the framework of an educational institution by all means the educational process: In the preparation of training programs, curriculum development, determining the forms and methods of learning, but the central figures remain students and teachers. It analyzes the teacher, activates, stimulates the learning activity, the psychological and managerial climates in the learning processed it is the central figure of an educational and adaptive process in the educational environment of high school.

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