FEATURES OF MANAGEMENT TRAINING AND SELF-EDUCATION

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Abstract: Rupture between the theory and management practice speaks about accruing crisis of administrative thought. Thus the teacher and the manager should organize process of advancement of the trainee and the organization in directions coordination of their vision and the purposes. Formation, management, training methods, professional skills, effective training, self-management, management skill.

Key words: professional activity, reflexive competence, criteria of reflexive competence, self-control, self-esteem, component

Introduction

One of the main problems of today's Kazakhstan - the lack of managerial personnel necessary level, so the task of improving the quality of their training is very important.

The gap between theory and practice of management speaks about the growing crisis of management thought.

Currently, the majority of universities, leading training in this specialty, initial academic discipline management is taught at the early courses. Naturally, the bulk of the audience has little life and even less management experience. At the same time, it is generally accepted that the management - is both a science and an art, and that the acquisition of knowledge in this area is not possible without the relevant practical skills.

Therefore, the effective manager must learn to acquire knowledge, skills and some practical skills not only management, but also self-education (teaching).

Figuratively speaking, the leader must be not only the captain of the "ship-organization", his navigator, who determines the direction, the steering driver who maintains the course, the mechanic who gives energy to movement, the boatswain

who manages people, but also the designer or reenactor of changes.

Didactics (pedagogy part dedicated to the justification of organizational forms, principles and teaching methods) traditional type allows to prepare good specialists for reproductive (copying) activities (V.P. Tikhomirov, 1998) [1, p.68]. Compound teaching and learning (independent work) at best provides uptake (storage) material. For it in domestic practice is usually a grade of "satisfactory". Good student achieves a level of understanding (can compare and select the proposals for the theory of certain practical situations). Excellent grade is to achieve the level of mastery of the material (up knowledge and skills derived from the teacher or from books in the set standard situations). However, this is not enough to become an effective and competent person.

With regard to education and management is important to answer the question: how to fit the student, manager, organization in the environment of their activities? In this case, the teacher and the manager should organize the process of promoting the student and the organization towards greater harmonization of their vision and goals.

Management course in recent years has become one of the core courses in the preparation of specialists in the various sectors of the economy. At its base are read many courses, such as innovation management, financial management, etc.

Therefore, it is understandable the appearance of a large number of textbooks for this course. Many of these books are translations of recognized foreign well-known books.

In this situation, not only the student but also the novice teacher is sometimes difficult to choose the material for the study and structure it.

The only way out of such difficulties can be the maximum structuring, schematization, and if possible, the formalization of the presentation of the material, and as a result of its maximum simplification, getting rid of particulars. This contributes to the formation in students of a certain core of mastering the material, where the student is already freely oriented, imagining which management problems can be assigned to certain variations of presentation and examples.

Trying to find a way out of this situation, in 1993 at the Department of International Business of the Nizhny Novgorod State Linguistic University named by N.A. Dobrolyubov (NGLU) started work, which aims to - investigate the possibility of applying new teaching methods to help students learn the subject "Modern Management", acquire professional management skills.

The student must realize that modern management - the science, rather than a set of arbitrary recommendations, and see the general, if I may say so, "the theoretical

outline" of the science that is focused on particular.

Currently, there are different approaches to the definition of what is meant by professional management skills. The most general definition suggests that these skills should include the ability to apply in practice the basic methods and techniques accumulated management theory.

Another approach limits the understanding of the subject to those skills that flow from the structure of the managerial daily activities. The manager should be able to speak, make decisions, give verbal and written orders, conduct business negotiations, listen carefully to the interlocutor, etc. Usually, this list includes other elements of personal work equipment.

Found approach and having a purely academic purpose. According to this view management theory can comprehend the lectures and in conversations with other types of classroom. Skills as future manager can obtain or business games in a different form (to a certain extent is the concept of "case studies"), or in the actual work, followed by a sit down again at the desk for a discussion of lessons learned (for example, in the preparation of higher managers in a number of schools in France).

The modern concept of effective teaching skills of professional managers provides a different approach. In the early 90s, when NGLU started training younger students the fundamentals of modern management, it turned out that the main difficulty is the lack of students the opportunity to acquire practical skills of management. Business games students introduced more confusion about the real problems that they have to meet in practice. Then, an attempt was made to enter into employment in management exercises of self-management (technology of personal work), so that students can learn how to manage yourself and your time.

The development of self-management can be divided into three stages:

first- is associated with the experience of individuals who by trial and error checking efficiency of different techniques in the art of personal work. Beginning in ancient times, it continues to this day in the life of every human being. D. Granin in the story "This strange life" has left us a vivid example of "the accumulation of personal experience," by the hero of the book, biologist A. Lyubischev [2];

second- the division of labor is required in this area. Specialization is its consequence, led to the development of such abilities as memory training, a rational reading, etc. Today, the division of labor self-management continues to deepen. Along with the traditional sections that have already become (business telephone conversation, etc.), such developments as the management of emotions, the art of listening to the interlocutor, etc. are offered. Progress in technical and human sciences has had an

undoubted influence on this stage of self-management development;

third- due to the systematization of knowledge in the art of personal work. It consists in determining the necessary sections of this science and the construction of one interconnected whole. Perhaps one of the first works of this kind is a recognized management book classic Peter Drucker's "effective manager" [3, p.125].

Which control method is better? On this question the modern theory of answers: "There is no better control systems, all are good in relation to a particular situation."

The main thing that should get the audience in the course of his study - the ability to practice the scientific method, the basic elements of which observation, analysis, synthesis. This allows students to decide questions of optimization of management skills as the ability to negotiate, make decisions, and others. At the request of the teacher in this course may be introduced sections on memory training, time management, work skills in a team, etc., but not as an end in itself, but only as an illustration of the application of the scientific method to solve a specific management tasks. In addition, its resources (physical, psychological, creative, rational, moral) using the system and situational approach allows students to put into practice the knowledge obtained (Table 1).

Table 1 - Systematic - situational approach to the practical application of acquired knowledge

Control systems	physical	moral	rational	Psychological	CREATIVE	PERSONALITY
Self-regulation	...	...	...	...	free fantasy	a control on an unconscious level,
Analysis	...	...	...	...	Analysis of their creative abilities	Continuous evaluation of the actions and abilities
Adaptation	...	...	...	...	"Maybe you're not a generator of ideas, and an analyst?"	Device
Rationalization	...	...	...	...	Overcoming psychological inertia	Improvement of their actions
Development	...	...	...	...	Creative "conversion of the dangers in the possibility of"	Conscious change yourself

For example, there was a constant conflict between the assembly and stamping departments in a company car. It seemed that their managers cannot agree about anything. In a detailed examination of the consultants found that the bonus system gave rise to conflicting relations, as both department prized by reducing waste.

What impelled bonus system factory directors? Director stamping production

turned out to be interested to supply assembly production very minimal kit of parts. Director assembly plant was interested in learning the details of the highest quality in order to reduce their losses. Ultimately, the assembly production seen in the manufacture of stamping its main enemy in the problem of reduction in metal losses. According to the recommendations of the consultants, the company changed the promotion system. Steel prized both manufactured together for reducing the overall loss in both industries. A month later, the two leaders worked together like old friends. Five years later, the company changed and the system of bonuses, because the old system did not encourage the growth of product quality.

Defining the human factors in the situation, we must first identify the motivations of each character, which, as in the above example, can flow from a purely organizational and structural relationships.

Technique of the organization of innovation and the creative process of formation of new knowledge, skills and management skills considered at stages of the interactive dialogue of the tutor and the trainees and independent work with a synopsis; analyzes the characteristics of remote communication via special homework test mode.

To achieve the peaks in the mastery of a profession is important to "learn to learn and learn." Therefore, a training and self-study required participants to the main

parties, the educational process. Teacher-counselor (tutor) and developing manager interested in the answers to the questions: "What is rational educational process in the core disciplines of profession?", "What is the profession and what the idea of a meaningful and efficient professionals?"

This is particularly important for the management system disciplines that require the formation or increase of the level of competence. Under the manager's competence understood as a set of three results of mastering the discipline of "Modern Management":

- knowledge of the amount of public or professional standard management of the second and third levels of education (Bachelor's and Specialist), the actual results of the formation of personality in the given field of knowledge (science);

- professional skills and some skills (the ability to automatically manifested) as a result of management experience and training;

- communication skills and work in a group of students as a model organization.
In this case, the main measure of competence can be considered as an effective manager of his preference for dialogue within and not outside the organization (with colleagues and subordinates). Substantive areas of competence (to improve it) are: change management products, services and management systems; resource usage; recruitment and selection of staff; creation

and development teams; use of differences and conflict resolution; decision-making and motivation activities.

The self-motivating nature of learning is provided by a structure that meets the requirements of the four main levels of study of the discipline "Modern Management" (auditorium and independently):

1. Knowledge of theory and historical experience discipline (elementary-reproductive, primary reference level based on a brief, comparative problem, a schematic representation of the theory art discipline shaped supporting abstracts). Trained in the interactive consultation with the instructor and a study group has to exercise operational notes theory lead training or real examples of its application.

2. Understanding the terms, keywords and logical relationship to those disciplines.

3. Application of the theory in actual practice or training carried out on the basis of a set of tasks or on topics of discipline research in the form of tests, role-playing or gaming, analytical charts and tables. They allow you to structure the experience in the application of the theory (on video, in the manual, the trainees themselves).

4. Using the theory to meet new challenges (in the process of interactive training and management consulting in the period of full-time teacher communication with students, as well as an independent in-depth study of theories of reference notes,

and tasks of practice, designed in the workbook).

Sections approach to the content and form of presentation of the subject "Modern Management" have the following meaning:

• in the introduction section and of each must address specific reasons given theory and materials and methods for their relevance presentation;

• the purpose of section (lists the main results of which are desirable to achieve a result in the study);

• Keywords and terms of section (represent a minimum of residual knowledge on the subject);

• section text (data set indicating the semantic and associative links between the concepts of the main sections of the considered discipline). A graphical representation of the material facilitates self-study, allowing a kind of "at a glance" capture the essence of the discipline;

• Key findings of the section (used to accelerate the recurrence of course materials in preparation for the exam or offset).

If we want to effectively approach the organization of educational process, we should start with a look at it from the position of students. We do not have to wonder:

"What we want to teach the student?"

Instead, we should ask:

"What we would like to allow students to make and / or understand after class?", "How is it linked to the needs and goals of the students?"

This change in emphasis means that people only should be taught:

− what they need to know (study - as a stage career, life);

− the fact that they do not know (the teacher - a change agent that creates an atmosphere of study);

− to what they are able to learn (the teacher controls the individual differences of students in the study group).

The process works (conducting classes, self-education etc.) must take place in the management loop. In this case, the teacher should play the role of a tutor, mentor, or "player-coach", organizing and advising process of self-education and practical application of management theory. It is therefore unacceptable and ineffective long lecture information type. It should only be put in them and achieve the following objectives: to involve students in the issues and theories, focusing on their experience, taking into account the responses to the topic; show the main ways of solving problems; familiarize with the terminology of the subject. For the role of the manager is great mentor in the preparation of the provision for other forms of promotion and development of staff.

At the turn of the century annulled traditional psychological "contracts" organizations with their managers. Devotion, obedience, trust staff in exchange for security, service career, the development is not enough. All this provides a methodology of education and management of adaptive-reproductive (similar to copy and adapt to external changes).

In the first place demands are the knowledge and skills of work in conditions of uncertainty. Therefore, success can make organization and management, self-learning in the direction of ideal representations about their future. Higher-level managers should be able to use the theory to solve innovation challenges.

Nevertheless, the teacher about one-third of classroom time courses (less than 20 minutes for one performance with the obligatory dialogue - feedback from the trainees) is committed to communicate with students in the form of lectures, discussions, based on the mutual exchange of knowledge and experience in the area of discipline issues.

To reflect the logic of the argument of the lecturer, his explanations record need only citations, keywords, examples, and the names of theorists during the first publications on the studied subject. Student notes your questions, comments that appeared during the lecture. As a result, eliminates the usual drawbacks of many lectures: passive perception (knowledge of lecturer transferred into a standard outline of a student bypassing his mind); the need to overwrite large amounts of information available in textbooks without understanding; little scope for discussion due to the

excessive number of students and lack of time.

The considered approach is consistent with the activities of non-legislative methods of education (development) knowledge and skills. Therefore, it does not apply the methods of traditional pedagogy (translated from Greek - childbirth) and anthropogogics (human beings) and autogogic (self-education)) or androgogies (Roger - in 1969, Noles - 1972, Goad and Hanson - 1981 1982.) [4, p.41].

The possibility of achieving the goals of education is increasing at a number of basic conditions of learning.

1) Provide each special allowances (syllabus for each subject specialization, curriculum, timetable for the entire period of study, interdisciplinary benefits that combine the logical design or related disciplines specialty with a similar structure).

2) The students are given the opportunity to link their own goals and objectives with discipline subjects. It directed quite realistic descriptions of specific situations and examples cited by teachers and experienced students. The biggest advantages of this are those who learn the discipline of absence, part-time (remotely). They can perform tasks in relation to the problems of his workplace (the organization).

3) The use of positive behavioral norms in the group of trainees (feedback from the teacher, the interchange of information and experiences, mutual support, experimentation

in the group as a structural division of the organization model).

4) Inclusion in the educational process not only intelligence, abilities, existing competencies of the participants, but emotions. It is about creating an informal, eulogistic, non-punishable working atmosphere. The personal progress of the trainees is monitored (it is not recommended to compare the success of one participant with another)

5) The redistribution of the teacher role. The primary foreground preparation of teaching materials and the organization of a special type of special training process

6) Conscious participation in the learning process as a stage of life or professional career. The motivation of using learning outcomes in life or in work, promotion ensures maximum involvement in the educational process.

The following teaching methods are possible:

− avoid their own lengthy monologues (the average adult can listen carefully to about 20 minutes at a time);

− use appropriate auxiliary visual aids for lighting the main points;

− use examples from their own experience and the experience of students;

− encourage students comments, questions and group interaction;

− to use the analogy and explain that any number of ways;

– present facts, statistics in an interesting way for students (structured experience, video summation needs of students);

– use tasks and exercises that give students the opportunity to receive feedback;

– summarize briefly repeat the key points at the end of a block of classes, thus highlighting the end of a certain part of the activity and giving the students the opportunity to tune in to the next part, by binding to the educational needs of the students;

– use questions to involve students in the work and to test their understanding of the topics discussed;

– correlate discussed topics with the group experience;

– to sum up at the end of classes in order to help the group to better remember the key points.

It is important to ensure the integration features of the group structure (varies according to the objectives, stages), personality characteristics tutor (emotion, experience, knowledge, completeness), the starting level of knowledge of students, the degree of confrontation tutors and participants (including between students).

The implementation methods should take into account the impact of factors and efficiency. Under the effective employment meant a concrete idea of what you would like to achieve as a tutor in his course. Goals - is more specific, measurable wishes expressed in terms of what students will be able to do or do better as a result of the lesson. Goals include the transfer of skills, knowledge and attitudes of students, who are expected to change after the occupation.

Goals should be formulated as specifically as possible, and definitely, so you should avoid such words in the estimates, as:

to know the content of the discipline (it is rated as "satisfactory", or 40 ... 54 points);

understood (except for learning and remembering, are examples that are assessed as "good" or 55 ... 75 points);

aware (materials mastery level with practical application of the theory that "excellent" can be placed, or 76 ... 100 points).

Instead, use a different type of assessment, which is easier to determine:

be able to analyze, using a special technique known in the theory and practice of the studied subjects;

to be able to compare different theories, solutions to problems;

to distinguish the authors' proposal in this direction;

be able to explain, to justify the practical application of the theory in different management situations, synthesize theory.

Non-directive learning involves active discussion of books (teaching materials). With the first class tutor must give warnings and precautions for working with the teaching materials. To ensure the

effectiveness of the educational process, it should during lectures combined with practical exercises to integrate the andragogy.

Tutor is recommended to do the following:

− giving students the opportunity to express their own wishes, set goals (problem or task) associated with the planned occupation of activity-interactive type;

− dealt with the difficulties students threads discipline, standard error;

− tying goal and the program material with the practical experience and real problems of students (conducted their survey with a choice of common problems);

− actively involve all students in the work of the group, using these materials, business and role-playing games, taking into account the development of the group stage;

− use a variety of exercises, assignments and presentation material;

− set aside time to provide feedback to students on various elements of lectures and practical exercises;

− set aside time to feedback on the results of the theme, using progress reports, etc.;

− provide feedback on the results of the previous sessions, emphasizing individual progress of students;

− consider any issues / concerns of students associated with the writing of the next job / employment conduct;

− to consider as many practical examples as possible, illustrate the course materials (mentioned as a tutor and students);

− use appropriate visual aids provide information (movies, advertisements for presentation of reports, etc.);

− rely on the experience of the group, creating a "supportive" environment group;

− review the following topics of the program, summarizing the needs of learners, defining their objectives, taking into account the personal and group success;

− giving students the opportunity to make suggestions about the program of the next material.

This not only contributes to the interest and motivation of students, but also helps to reduce the differences between the expectations and goals of the students and their own expectations and goals of the teacher related about their active participation in the process.

Therefore, the teacher is obliged to plan the structure of the discipline of educational material, using special tools planned.

They must act in such a way that the students:

− know the purpose, goals and problems of a specific material (preferably related to the objectives of the students);

− They knew in advance that they are going to be achieved by carrying out an assignment / exercise (for involvement in the educational process);

− were related materials disciplines with what they already know (for this problem and the examples cited by the tutor must be realistic);

− We had the motivation to make the necessary efforts to work with topics (must be a connection with the students' knowledge and experience);

− know how to work through the course material after the proposed material, for example, would know how to approach writing tasks performed extracurricular;

− actively participated in the discussion of the course material, and not just read, watched or listened to (provided the atmosphere of informal employment);

− receive constructive feedback on their work on educational materials and on their assignments;

− received assistance in understanding and reviewing their approach to training.

The choice of topics for training is determined by the work plan. Students receive a course plan, which reflects the main events of the course study program. Many tutors also hand out in advance to their students a list of topics that they intend to consider at each lesson. This is a very useful practice, because if you count on the active participation of students in the work, it makes sense to inform them about the upcoming class agenda in advance.

When planning a list of topics that will be addressed in the classroom, it should take into account the "moments", presented in the course of the plan, namely:

- the time allowed in terms of the course of reading books, audio and video and these materials;

- the date of control and course works;

- the date of set-off (the examination);

- time devoted not prepare for the exam and consultation.

Advance preparation of students for classes can take many forms, and to be effective, in each case, it must fully comply with the program and be part of it.

Here are a few examples of such pre-treatment:

in advance of the lesson, give students read any article, case study or to deliver a specific problem in front of them. Ask them to prepare their responses and ideas that in the course of employment can be used as a starting point for group discussion;

ask students when reading the course materials to formulate their work problems with certain themes, which will then be discussed at the session;

ask the students to prepare their own small learning situations to discuss them in class;

ask them to find and bring to class interesting clippings from newspapers /

magazines that are relevant to the topics of the next class.

During the first session before the tutor has the following objectives:

– establish contact with students and students with each other;

– instill confidence in students;

– Students encourage interaction with each other and form a group of mutual;

– to establish the basic rules of the subsequent interaction;

– improve students' motivation to learn;

– explain the very education system;

– make a review of the course;

– provide additional practical information at his discretion;

– identify students' needs and to identify how they can be met in the course of further education.

– What are the restrictions on the use of learning situations?

The main limitation is due to the fact that they may be perceived by students as a distraction from life and several academic as it involves the analysis and discussion of the situation or someone else's problem. From this it follows that it is necessary to select a material that can cause the greatest interest among students, and to organize work on it so as to ensure their active participation (for example, using techniques such as brainstorming, discussions in small groups, role-playing games, and so on. d.).

Defining the problem is a critical step, as in the solution of any problem. It is clear that if the problem is incorrectly defined, and then the resulting solution at best will be the solution of another problem. At the same time, everything falls into place, if the problem is properly placed, that is defined and described.

Often, it is the definition of the problem is the most difficult for students. This is due to several reasons.

Firstly, in a real situation it operates many participants. Each of them has its own vision of the situation, its performance problems. Therefore, first of all, necessary to identify the owner (owners) problem, that is to realize someone needs to be addressed. Then, to understand how this problem looks from the point of view of its owner and other persons involved, what it is for them. It should be remembered that the students (in practice - groups of analysts, consultants) also has the vision, the idea finally their prejudices and stereotypes, a burden of the past experiences that can "weigh down" their perception.

Secondly, you must select the relevant factors in the current problematic situation, that is, those factors that are essential.

Third, you need to make sure that is really the problem, rather than the superficial symptom or ordinary representation of the problem. Very often, people consciously or unconsciously do not deal with the problem and its manifestations.

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