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A model for the implementation of advanced foreign experience in the management of a pedagogical educational organization

Summarizing the experience of applying educational process management technologies in educational institutions in Finland, Spain, Estonia, and Germany has great potential.

In studying this problem, methods of generalization, synthesis, concretization, and study of scientific literature and the work of scientific conferences on the topic, analysis of many years of management experience were used.

The key achievements of the study are (integrative, problematic) towards exclusive education, predicting the difficulties faced by teachers from different countries, argumentation in favor of developing a democratic and social learning culture, choosing the most effective model for teaching internships using a variable component.

The practices of effective university management deserve special attention: coaching, mentoring, management consulting, secondment, storitelling. The effectiveness of the application of technologies for building the management of educational processes in Finland, Spain, Estonia, and Germany in a university in the Moscow region is proved.

Keywords: educational organization, university, management, strategy, advanced pedagogical experience, efficiency, foreign experience, and implementation

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Introduction

The relevance of the study of issues related to improving management efficiency by various organizations, including education in the ever-changing social environment, no doubt. The need to improve the management system in the structures of higher humanitarian education is due to the increased requirements of society for the results of professional training, the degree of independence of universities, the growth of the value of knowledge as such, the formation of market relations in the field of science and education.

This aspect is becoming increasingly important to use the advanced pedagogical experience of foreign countries. The development of a university management strategy using technologies that have positively proven themselves in various educational systems can be very effective in relation to educational organizations of the Russian Federation.

Materials and methods

The study used theoretical (system analysis and synthesis, generalization, systematization, classification, prediction) research methods. The basis of the study was the provisions on the fundamentals of managing the university's organizational behavior system (materials by O.M. Ananyeva, D.I. Utorova etc.); on the use of innovative methods of pedagogical consulting in the management of the educational process of a university (studies by S.Yu. Lavrentiev, D.A. Krylov and others); system of indicators as an instrument of university management (works by A.Yu. Nosikova, T.S. Shatalova). Applied aspects were considered during foreign internships in Finland, Spain, Estonia and Germany; as well as on the materials of the International Congress: "Elites and Leaders: Formation Strategies in a Modern University"; conferences: "Management, Education, Economy: Challenges and Prospects", "Modernization of Vocational Teacher Education: Trends, Strategy, International Experience", "Donetsk Readings 2019: Education, Science, Innovation, Culture and Challenges of Our Time," "Innovation Development of Economy", etc.; publications in periodicals: "Prospects for Science and Education", "Higher Education in Russia" "Actual Scientific Researches in the Modern World", "Education Issues", "The Interdisciplinary Journal of Problem-Based Learning", "International Science Journal", "International Journal of Information Systems in the Service Sector" and others; many years results of our own pedagogical experience.

Research results

For successful and efficient practical implementation of the mission of the institution is necessary to identify the direction of development in modern conditions. Definition of priority development directions promotes theoretical and applied research on best teaching practices with research on the effectiveness of construction technologies, implementation and analysis of the educational process, both in Russia and in the educational institutions in Finland, Spain, Estonia and Germany.

A common theme in the EU countries have become the exclusive topic of education now. This type of education requires an individual approach to each student, taking into account his needs and requests. The Soviet education system was widely used differentiated approach, which was transformed into a now often in closed institutions

a certain direction, providing an in-depth study of certain subjects. Exclusive educational institutions intended to provide special and exceptional approach to each student based on his or her educational needs.

T. Macho, I. Lebedeva, P. Karabushenko [14], considering the development strategies of a modern university, note the graduation of universities in Germany, taking into account the exclusive focus on the needs of students: “Currently, in Germany there are three types of universities: 1) classic “old” universities with rich medieval history and traditions; 2) universities that have received their status in the process of transforming technical and other sectoral higher education institutions; 3) universities that appeared in the last 30–40 years at the peak of the rapid development of higher education in Germany” [14, p. 120]. The authors note that the most successful of the classification are classical universities that have more possibilities for variation directions of training, the introduction of a variety of educational technologies.

Developing and optimizing management activities at the university, it is also advisable to adhere to the traditions of the classical university. Such multidirectionality offers great opportunities for the variability of education, providing students with various areas of education in accordance with the most effective, exclusively oriented, personal educational trajectory.

The experience of interaction with German educational institutions has shown that there is a two-level system of educational programs in both Russia and Germany. Unlike German universities, Russia pays great attention to the development of bachelor and specialist programs.

T.O. Kochetkova, M.V. Noskov, V.A. Shershneva, considering the results of the Bologna reforms, note: “The universities of Russia and Germany retained a mixed structure of educational programs with a predominance of two-level. At the same time, the share of specialty in Russian programs of the first level (bachelor's and specialty) is much larger than in German. Besides, the list of areas of training of the first level in Russia is much wider than in Germany” [3, p. 127].

An interesting topic is the study and forecasting of the difficulties faced by teachers in different countries. Despite the stable situation in Germany, significant problems are caused by a large load on teachers in the organization of the educational process and interaction with families of children. The uneven distribution of the classroom load among teachers led to dissatisfaction with the lack of free time, unequal opportunities for paying attention to one's physical fitness, hobbies, family, etc. These facts caused many negative emotions and led to the risk of depression among a number of teachers.

According to S. Lerer, D.P. Ananina [5], published a study in 2017, devoted to the psychological state of teachers in Germany, for 3/4 of them from the consequences of the wrong organization and management of the educational process is not positive. The authors note: “The main diagnosis is the syndrome of psychophysical fatigue (burnout): depressive, anxious and / or psychosomatic symptoms” [5, p. 155]. Often the result of an unfavorable psychological state are somatic disorders.

A number of universities in Germany is currently focused on the gender emphasis in the implementation of educational programs. I. Brehmer [10], L. Kovalchuk [13], they, characterizing various ways of implementing gender education, propose taking into account in more detail the trends caused by transformation processes in modern society.

In the traditional areas of education in Russia, this aspect is not given much attention. Focusing on the free choice of the direction of education each student in the management

of modern university students' personal initiative is encouraged by the choice of strategy and tactics of organization of the educational route.

In the process of communicating with colleagues from various countries, there was often a controversy over a democratic and social learning culture. In recent years, much attention has been paid to this issue in scientific publications. H. Schirp [15] in his study correlates the development of student democracy and educational organization.

The social culture of education and the development of diverse social interaction are the priority tasks of modern education. The educational process must be timely to include cultural component necessary for effective cross-cultural communication. In university management for the training of a competent specialist, priorities are given to developing and creative types of education. These types form the independence and activity of students in the selection and formation of an individual development route.

For the effective management of any educational organization, it is necessary to take into account a whole range of norms and values that ensure development and control. The central element of democratic governance is the strict adherence to the theory and practice of the rule of law. An important place in the formation and development of a democratic culture of university management takes its potential economic freedom, which promotes the development of initiative, teamwork, and effective organizational activity.

The experience of the educational activities in Spain, with the universities, which established friendly and partnership relations. Here, in pedagogical science and practice, in the management of the educational sphere, the experience of forming knowledge bases in various areas is widely used.

In the research of this topic, we have identified the most effective model for conducting foreign internships using variability. Taking as a basis the study of S. B. Beletsky, A.A. Leskov [2], the following blocks were allocated:

- determination of common interests and establishment of contacts with an educational organization;
- acquaintance with the leadership of the educational organization and the provision of information on the areas of knowledge that are necessary for us;
- obtaining information about courses and educational organizations for review;
- providing general information about the participants in the internship;
- paperwork;
- preparation for an internship;
- completing an internship using variability in internship time, attending classes and educational organizations;
- returning;
- summarizing;
- compilation of an internship report in the form of optimization of courses in disciplines, scientific articles, etc.

A more detailed algorithm for the implementation of an effective internship is reflected in Picture 1.

The model is based on a social order, the requirements of Federal state standards and the needs of higher education organizations. Taking these parameters into account, the organization that is most interesting for the internship is determined and communication with it is established.

Picture 1 Model for the implementation of advanced foreign experience in the management of a pedagogical educational organization

The main stage during which the acquaintance with the organization's leadership, determination of the main directions of the internship, its passage is especially important in this activity. Variability provides a close relationship with the needs of trainees and timely response to changing requests. Documentation provides for timely verification with mistakes correction.

At the final stage of the internship upon return, its results are summarized, reports are prepared. An important component here is the link of practice-oriented application of the best international practices, taking into account the specifics of the university. The report may contain materials on the optimization of courses in disciplines, parts of scientific articles, recommendations, etc.

The various stages of the implementation of the Model of advanced foreign experience in the management of a pedagogical educational organization are accompanied by joint diverse activities of subjects to optimize organization and passage.

The previously mentioned authors, investigating the theory organizational communications in Spain, interpret its specific features as follows: "Modeled as a pyramid on top of which are the opening and technology enterprises, and at the foot of the practical skills to solve everyday production tasks" [2, p. 583]. The authors point out a significant drawback of this system – operations to solve practical problems have a rather simplified structure, which leads to the formalization of the bulk of the knowledge received by students.

Considering the applied aspects of the work, we would like to note the Spain's positively proven experience in collecting, storing, modeling, and reusing experience units adapted to the conditions of the university. This system was introduced using the assessment of the relevance of individual parties and updating in case of high efficiency.

For quite a long time, we are actively cooperating with the organizations of various levels of education in Finland. Interested in the high global rating of this country in passing the International Program for the Assessment of Educational Achievements, students – PISA (Programme for International Student Assessment), we purposefully study the achievements of this country in pre-school, school, after-school education.

Considering this issue as part of his scientific research, E.E. Sin [7] notes: “Finland surprises the world with its education system and the quality of educational services provided. So the results and quality of the educational services provided to students of 15 years of age within the framework of the program, according to the International Assessment, of the educational achievements of students (PISA) Finland was the first in 2000 and 2003 and continues to occupy a leading position” [7, p. 23].

Noting many positive and the potential for introduction in the conditions of Russian educational institutions of various levels of the aspects I want to highlight a particular interest in the implementation of the Finnish experience management. This is democracy, the priorities of collective management through the council (analogy of the university council and the pedagogical council), the transfer of significant and speedy decisions of the directorate, the preservation of a friendly and positive atmosphere in the team.

In Finnish educational organizations, the directorate includes, in addition to teachers, parents and high school students. With a view to this experience, a student council was organized, oriented in its decisions both to the requests of students and to the opinion of their parents.

Exploring the experience of Finland and Spain universities, we would like to note the development of entrepreneurial skills among students. A modern, dynamically developing society favors a creative and professionally competent person with developed entrepreneurial qualities. In Russian education, the development of these qualities is also comprehensively supported.

E. Varamäki and others. [17], analyzing the development of the entrepreneurial intentions of students in Finland and Spain, note the importance and necessity of formation and development of these competencies. The authors write that they help to become successful in the future and realize themselves.

The federal state educational standard, among the necessary competencies in the teaching profession, offers the development of the ability to successfully operate based on acquired experience. The transition to a market economy in various spheres of social interaction puts forward new requirements for the management of the educational institution. Increasing the effectiveness of professional training of a specialist in the pedagogical profession includes, in modern conditions, the economic aspect.

The digital transformation of various areas of public life made its directive and educational processes in higher education institutions. Our university was no exception. The management of the educational sector required the creation of a new digital paradigm for improving various areas of the educational process. To integrate information resources into a single management system, a number of measures were taken to create the Moodle educational system and connect teachers and students to it to organize work in this information environment.

We have taken this experience from the educational experience of Estonia. The educational organizations of this country use the maximum number of digital technologies for making managerial decisions. These are already existing and new mechanisms, more effective methods and techniques, the search for new information processing algorithms for making the right and timely decision.

T.E. Havenson [9] analyzed using various approaches to educational reform of Russian schools in Estonia and Latvia, notes serious teacher retraining: "Training new pedagogical practices in the teaching of all subjects: individualization of learning, group work in the classroom, organization of projects, providing communication training with real life; as well as courses on new approaches to assessment; courses on the development of functional reading skills" [9, p.80].

These courses partially solved one of the serious problems of digital education, which also faces Russia. This range of programs, forms and methods by which you can submit a new knowledge.

The introduction of mediated and conditioned by objectives, harmoniously interwoven into the educational process of distance learning has shown its effectiveness in conditions of self-isolation. The successful implementation of this process in the university was facilitated by the university's many years of work in this direction. The vast number of teachers for the transition to distance learning during a pandemic has already had its own work on the subjects.

S.Yu. Lavrentiev, D.A. Krylov, considering the various options for the use of innovative pedagogical methods of consulting in management of educational process of high school, note: "Organizations of Higher Education, feeling the need to determine strategic plans and tactical tools for their implementation, are increasingly turning to innovative foreign theoretical researches and techniques of pedagogical consulting" [4, p. 106].

Interestingly the use of Russian and international practices in the area of improving governance. Innovative and deserving of special attention include the following: coaching, mentoring, management consulting, secondment, storytelling etc.

Coaching as a term that has come to us from the English language and was initially used in individual work to achieve professional goals, is increasingly used to solve certain problems in the management of educational institutions.

The use of coaching in the work of the university is advisable using active listening techniques, diverse issues, clarification and rephrasing, which help to find new, more effective approaches to managing the organization. This practice can be widely used in organizing the management regime, setting and implementing goals and objectives, achieving results in project implementation, etc.

Years of experience in university management have shown that coaching is a effective technique for developing human resources, significantly improves communication skills and management of their own working time. These technologies have been successfully implemented at the university as part of projects aimed at developing leadership and enhancing strategic thinking in the student and teaching environment.

Mentoring as a special type of tutorship has been successfully developing in Russia since the 19th century. Nowadays, it has acquired interesting forms that reflect modern needs. At its core, mentoring training includes using of a particular action model.

An interesting find of modern education is the implementation of feedback with the student through modern information and communication technologies. In the conditions of a modern university, mentoring is often used in practice, when a more experienced team member becomes a mentor of a less experienced.

An example of effective interaction in long-term of activity on managing the educational process of a university there are examples of partnerships for the implementation of various projects, during which mentoring was carried out in relation to various organizations.

Unlike coaching mentoring designed to implement more global goals, focusing on the development of educational organization and management in general.

Management consulting is aimed at assisting in various issues related to solving assigned tasks, content, methods and techniques of interaction to achieve management goals. A feature of this practice is the use of a consultant who does not perform the task, but in essence, gives good advice and recommendations at the right time. The consultant is a person who has sufficient experience in solving problems of this type.

According to the types of management consulting, the most frequently used in a pedagogical university are:

- strategic consulting, aimed at addressing the global challenges related to the analysis of changes in pedagogical science and practice, the dynamics of the development of educational processes, building effective models of governance, global planning;
- organizational consulting, aimed at resolving the problems on the distribution of functions among the members of the team, responsibilities among the managers, office, material interest and incentive payments, etc.;
- human resources (HR) consulting, aimed at development of HR of educational organization as a whole, the effective formation and development of corporate culture, and the proper selection of the distribution of authority over all members of the team;
- professional training consulting, aimed at obtaining professional advice on various issues related to educational activities.

The method of exchanging employees within the framework of various educational organizations (secondment) has also successfully established itself in the work of the university. The State University for the Humanities and Technology, successfully cooperating with leading universities in Russia and abroad, widely uses this practice in its activities. We believe that in modern conditions this is not a luxury, but a tool that allows the university to develop more effectively. Teachers and other staff members have the opportunity to exchange professional experience, attend the lectures of leading scientists, and participate in open discussions, trainings, business games.

Another quite effective and widely used practice conducive to the effectiveness of the management of an educational organization is storytelling. This is a successful method of pedagogical counseling, based on a verbal basis and solves the problem of familiarizing the audience with various areas of development of pedagogical science and practice through the text, video and pictures.

The practice of storytelling is very promising now, when education is paying more and more attention to distance learning, improving the quality of webinars, taking into account the tasks and the target audience. Despite the obvious simplicity of this practice, it has a universal cultural basis that allows explaining complex phenomena in a language that is understandable and accessible to different audiences.

Studying the experience of managing educational organizations in various countries, we were able to find parties that are similar and different from Russian experience. This direction allows us to build our own management models more efficiently, avoiding and predicting the negative sides and positive vector giving special.

The discussion of the results

Therefore, the research carried out within the framework of the presented topic made it possible to generalize the experience of applying educational process management

technologies in educational institutions in Finland, Spain, Estonia, and Germany.

According to the results of research, the following conclusions are made:

1. In the management of educational organizations in the Moscow region, it is advisable to use exclusive education, focused on personal preferences and inclinations of students.
2. In the implementation of training it is necessary to take into account the difficulties faced by teachers of different countries.
3. It is advisable to use an effective and positively recommended model for conducting internships for teachers using a variable component when they organizing internships.
4. It is necessary to use effective practices in managing the educational process of a university: coaching, mentoring, management consulting, secondment, storytelling.

Conclusion

For the effective implementation of the educational tasks set for the university, it is necessary to study advanced pedagogical experience with the study of effective technologies for the construction, implementation and analysis of the educational process both in Russia and in educational institutions abroad. Long-term cooperation with educational organizations in Germany, Spain, Finland, and Estonia allowed identifying priority areas for development for effective management.

One of the priority areas of development in the EU states and the topic of exclusive education has become interesting for Russia. This type of education requires an individual approach to each student, taking into account his needs and requests.

Promising in the management of any university is the study and prediction of the difficulties faced by teachers in various countries to build a preventive training system for future teachers.

The study of educational systems of different countries welcomed the development of a democratic and social culture of learning with complex record-keeping standards and values, ensuring the development and control of each educational organization.

The digital transformation of various areas of social life occurring in universities has greatly influenced and introduced its directives into educational processes. Innovative and deserving of special attention practices include coaching, mentoring, management consulting, secondment, storytelling etc.

Thus, the use of advanced foreign experience has shown its effectiveness in various areas of development of educational organization management.

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