

## EXPERIENCE OF HIGHER EDUCATION INSTITUTIONS OF USA ON PREPARATION THE MASTERS IN EDUCATIONAL MANAGEMENT

The paper focuses on the organization of the learning process at the u universities, workloads of students' studying subjects, problems of theoretical and practical training of future specialists in the management of educational systems.

**Key words:** masters in educational management, educational institutions, learning process, training, higher education.

В статье основное внимание уделяется организации учебного процесса в университетах, рабочим планам по которым обучаются студенты. Проблемы теоретической и практической подготовки будущих специалистов в управлении образовательной системы.

**Ключевые слова:** магистры в области управления образованием, образовательные учреждения, учебный процесс, обучение, высшее образование.

Education is considered one of the most complex areas of human relationship, which has its own characteristics as a management system. Education Management - is timely decision-making on the management, implementation and monitoring to ensure the effectiveness of the educational process. The quality of governance depends not only on climate in an educational institution, but also the quality education and here is quite appropriate principle: "Quality of management leads to quality of education".

The social and educational importance of this principle shows the fact that in all spheres of the educational systems of the developed countries, there are post-basic education programs for training management education. For example, such programs exist in many departments of the U.S. universities, - Indiana University, George Washington University, University of Wisconsin, Vanderbilt University, the University of

Pennsylvania and University of Kent, Ohio. Since 1997, preparation for such programs have started in Turkish universities, St. Petersburg State University of Russia, Moscow State Pedagogical University, Kazakhstan Abay National Pedagogical University, etc.

As for former Soviet countries, including Kyrgyzstan, such programs lack or are still in the early stages of its development. The reason for this is the experience that we inherited from the past, when, in order that to be a manager, an administrator in any field it was enough to be a member of the leading political party. The foregoing conditions became the objective prerequisite for writing the project "Preparation of Specialists in Higher Education Administration (Learning the Experience of the USA)" and apply in 2012 to participate in the Fulbright Program (USA).

A kind of internship and studying the experience of American higher education and the implementation of research tasks for management training for education took place at the Kent State University, Ohio. My research activities took place at the College and Graduate School of Education, Health, and Human Services (EHHS). The concept of college is similar in its function of our institutions that exist at our universities, but the Americans prefer to call this structure College, where there is scientific schools which prepare science oriented teachers, carry out educational and research activities.

I worked with Dr. Martha Merrill, who is a member of the educational program of training the specialists on Educational Management. She leads the courses on "Leadership in Administration", "Intercultural Communication for International Educators" and supervises masters and doctoral theses of students in this area. It should be noted that Dr. Merrill for 5 years, from 1996 to 2001, worked in Kyrgyzstan (BHU, IUK, AUCA), at present she is an international expert in the field of education and is well aware of the educational policy in our country.

The curriculum for graduate management education designed for 120 credits and includes the following core and compulsory subjects: Research in Educational Services; College Students Development; Internship, Practicum, & Field experiment; Law and Higher Education; Leadership in Education Organizations; Business Administration in Higher Education; Administration of Multiculturalism and Diversity in Higher Education; Case Studies in Higher Education.

In order to explore the theory and practice of preparing master's in education administration I have developed a research program. The program includes the study of literature, attendance of the classes of leading professors and doctors of pedagogy, faculty meetings with staff, interviews with teachers and students, conduct presentations on the issue of education management in the Kyrgyz Republic, and participation in scientific conferences.

To fulfill the above mentioned program and have the opportunity to observe the education process I attended the following classes: "Foundations, Leadership and Administration", "Leadership in educational institutions", "Business Administration in Higher Education", "The administration of multiculturalism and diversity in

higher education" and "The Practice of Higher Education Administration". These sessions were led by well-known scientists who have extensive academic and practical experience in the field of management education. In particular, the subject of "Leadership in educational institutions," and "Management processes and multicultural diversity in higher education," was led Dr. Martha Merrill, the subject on "Business Administration in Higher Education" was led by Dr. Mark Krevotiks, who has an extensive experience in business and research in the management of educational systems. The class on the practical management of higher education was led by Dr. Paul Gaston, who for many years worked as a Provost for Student Affairs at the same university.

The Seminars on the practical management of higher education is characterized by its focus on preparing students for immediate administrative work. As can be seen from the objectives outlined in the work program, taking this discipline, students have the opportunity to use their case studies, modeling and diagnostics, as well as by direct contact with the administrators on hotline they are able to obtain the necessary information in order to improve and secure management skills.

Students are not just doing the job; they learn those jobs in the form of a business game, which they called simulations. Students from the first classes are divided into two groups: the deans and vice-rector, each task the student decides, in accordance with his position. Here you can see some of the themes and tasks: managing the workflow or current work, time management, assembly, management and planning of the work unit, priority setting, inspection and evaluation of subordinates, emergencies at school, etc. For each topic, there are specially-designed options for jobs. Almost every student decides to do individual tasks.

Although on the list of these objects we do not see are considered traditional for the post-Soviet countries of subjects such as "General Theory of Management", "Management of educational institutions", "Economics of Education", "Planning and control of the educational system" and other similar training program can be considered to be justified, since it meets the current trends and the spirit of the time. Analyzing the content of disciplines and their syllabuses shows the main context master's program is connected with training management skills and

preparing students to the real administration work at the education institutions. In our opinion, the inclusions of each of them in the mandatory unit master training are quite understandable and objective situation.

The theoretical basis of the master's programs in management education occupies the social values of modern American society, such as equal access to education (regardless of races, nationalities and social status and physical condition), democracy and the choice of a variety of universities and educational programs, leadership and career development, individualism and self-realization, as entrepreneurship education, competence and knowledge, etc. About the significance of these ideas shows the fact that in the curriculum; there are special courses on similar topics. Along with the traditional philosophies (pragmatism, neo-Thomism, existentialism, behaviorism, etc.) the curriculum reflects contemporary postmodern ideas as pluralism, freedom of choice and democracy, uncertainty and chaos theory, feminism in management, synergistic approaches to management, etc. For clarity, let us turn to the topic of "Women in management." This topic is of particular interest in the context of gender balance in the management of society, including the education system, where women constitute a majority.

In general, the study of the experience of American universities on preparation the masters in education administration say that U.S. universities have extensive experience in this field. They have a special program, which, along with the general content of management activities, acquaint students with modern trends and approaches on human resource management. The significant advantages of the American system of education management training at master's level include:

1. The formulation of the problem of training masters in management of educational systems, which involves a separate training for control of 12 year old secondary schools and a separate system of higher education;

2. The presence of two types of master's programs: with the writing of the dissertation and without her. Such a formulation initially assumes

that graduates of Master in Management may engage in various types of professional activities. Some of them are engaged in academic activities, to conduct research, teach in high school, etc. But a large part of them can work in the service of the educational process as secretaries, laboratory department, managers and supervisors of the training, employees in the dorms, and many others, which necessarily requires a broad academic training, and sufficient knowledge of the executive functions as the manager of this sphere activity.

3. The diversity of educational programs for the management of education, which takes into account the current trends of globalization, democratization and internationalization of educational space;

4. A wide and varied list of items to choose teaching, which, along with traditional subjects allowed individual research projects of students;

5. High levels of personnel and teaching staff providing an educational program on preparation of masters;

6. Educational-methodological and technological equipment of educational programs and organizational clarity of the learning process;

7. The practical orientation of education, which orients students to solve practical problems on regulation of mutual relations of people who are drawn to the educational process at the stage of university studies;

8. The clarity and detailed elaboration syllabus on academic subjects, where painted in detail the purpose of each lesson and that is to prepare the student for a semester and each class;

9. Responsibility and autonomy of students in learning the educational programs, where there are practically no external controls, so initially the student knows what will follow if it does not comply with regulations syllabus.

We noted the advantages of the American experience of preparing masters in management of the education system, which can be used in the developing the educational programs in this area, and in implementing such a program in our country. Now I am doing my best in order to implement the experience gained during my stay I the USA in working out the master program on education management for our university.

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