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TRAINING OF ORGANIZERS OF EDUCATIONAL PROCESS IN USING AUTOMATED CONTROL SYSTEMS

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Abstract

The article provides an analysis of the training of managerial personnel of a higher educational institution in the field of using automated university management systems using various information and communication and pedagogical technologies, considering the specific activities of each specialist and their qualification requirements. The relevance of this study is due to the contradiction between the need and need for high-quality use of modern information technologies and the low level of ICT competence of the organizers of the educational process at the university. The procedure for the introduction of ACS in the university and the appropriate training of employees for professional activities in this system should be integral, systemic and then the methodology of the systematic approach is applicable to this procedure. The training of the organizers of the educational process in the field of using automated control systems should be carried out purposefully for a specific selected automated control system (ACS) implemented in a university, for which it is necessary to conduct an analysis of existing automated control systems of a university, to determine what types of activities and processes are being automated. The process of organizing the educational process in a university, as well as issues of university management, require comprehensive automation of its work. One of the main conditions for increasing the effectiveness of university management is the most effective informational relationship. Thus, we can say that ACS is a complex complex, the creation and implementation of which should be implemented by high-level specialists.

Keywords: Automated management, educational process, university, quality management system.

1. Introduction

The high-quality use of informatization tools in the education system and in the management of the educational process requires a high level of competence in the use of information and communication technologies (ICT). As experience shows, most of the organizers of the educational process do not possess the indicated competence, which actualizes the issue of correcting knowledge in the field of ICT application (Surkhaev, Gerbekov, & Khataev 2016).

Another significant circumstance of the organization of advanced training of managerial personnel is the problem due to the need to continuously monitor the organization's activities, which imposes requirements on the choice of forms and methods used in continuing education courses, where preferences should be given to blended learning and online learning. In this regard, there is an undeniable need to improve the methodological bases of advanced training for the leaders of the educational process of a university in the field of using automated management systems in order to improve the quality of education and the effectiveness of the educational process.

2. Problem Statement

In our study, we conducted an experiment that determines the characteristics of motivation to study and use the automated system of university management in the professional activities of the organizers of the educational process of the university. To solve the issue of automation of university management, the University software package was developed, a survey of university employees was conducted, which examined issues aimed at determining computer anxiety, the nature of motivation for advanced training in the field of ICT and work in the university ACS, and choosing preferences in the form of advanced training, basic knowledge in the field of ICT and automated university management systems. based on the analysis of the study, we can conclude that the ICT competence of the organizers of the educational process has its own specifics, and subject teachers, educators, methodologists differ in ICT competence of other categories of educators. First of all, the differences are related to the functions performed (Sadulaeva, Khataeva, Abdullaeva, Muradova, & Iusupova, 2019).

So, under the "information technology competencies of the organizers of the educational process" we should understand the knowledge, skills and experience in using ICT tools:

- in organizational and managerial activities, in planning the educational process, monitoring the implementation of goals, objectives and plans by employees of the educational institution;
- in technological activities in the process of collecting, accumulating, storing and processing information received; informational and analytical work on the analysis of informational data on educational activities.

It is known that the process of implementing information and communication technologies takes place at almost all levels, from municipal educational institutions to federal industry programs.

In the process of preparing a teacher for work in the conditions of informatization of education, it is necessary to form and develop the components of professional activity of a teacher described in Robert (2008).

The use of ICT tools, which constitute the basis of the informatization of teacher's work, allows us to automate and, as a result, increase the effectiveness of the following types of teacher's activities (Yusupova et al., 2019).

Any changes in society lead to changes in culture. The features of these changes are determined by the system of core values and worldview guidelines that regulate human life activity within the boundaries of a certain type of society. Accordingly, specific trends in the development of the culture of the information society are determined. Three types of information technologies, namely multimedia, hypertext, and communication, are most prevalent in various areas of human life (Haddon, 2004).

3. Research Questions

The subject of the study is an automated university management system.

4. Purpose of the Study

The purpose of the study is to determine the characteristics of motivation to study and use the automated system of university management in the professional activities of the organizers of the educational process of the university.

5. Research Methods

To solve the research tasks, a set of interrelated research methods was used: theoretical – the dialectic method of cognition of reality, structural and functional analysis of the conceptual provisions of the study to determine the nature, structure and features of the scientific and methodological support for continuing education as a system; provisions on the leading role of activities in the formation of personality, on the relationship of man, science, production, technology and education, the theory of openness and the advancing nature of the development of the education system, a content analysis of normative and methodological documentation (legislative documents, programs, textbooks and manuals) in order to clarify pedagogical opportunities of continuing education programs for the formation of professional competencies of specialists in the information and educational corporate environment; empirical – observation, survey, questionnaire, testing.

6. Findings

The unified information and educational environment of a university as a component of an automated university management system should include three levels:

1. level of administration – at this level occurs:

- development of a strategy for the use of computer technology;
- material and technical equipment of educational institutions;
- training qualified personnel and creating motivation for using information technology;
- creation of automated workplaces for the administrator and teacher;
- development of information resources and their systematic content;

- creation of conditions for using the capabilities of information and communication resources, computer networks of the educational process;
- the creation of a regulatory and organizational structure that ensures the interaction of all users in the information and communication environment.

2. The level of the teacher – at this level information and methodological support is formed, allowing the use of computer technology:

- development, selection of various methods of using information technology in lessons and extracurricular activities;
- creation of a library in the subject;
- creating conditions for independent activity of students using the capabilities of information and communication technologies.

3. Student level – at this level there is access to information, knowledge banks, distance courses necessary for the student to study and extracurricular activities and receive additional education.

The system for the formation of the learning content of the organizers of the educational process at the university includes the following elements:

1. State professional standards;

2. Specialist model (qualification requirements);

3. Methodology, principles and selection criteria for training courses for work in ACS;

4. Curricula courses on work in ACS;

6. The group of developers of the content;

7. Expert group.

7. Conclusion

Studies have shown that five general didactic teaching methods presented by Lerner (2009) are applicable to traditional teaching. In the following items: informational-receptive, reproductive, problematic, heuristic and research. These teaching methods cover the totality of pedagogical acts of interaction between students and trainees.

Means of education.

In the modern educational process, the following teaching tools are used and can be used:

1. Textbooks, books (on paper and digital media);

2. Network learning materials;

3. Computer training systems in the usual and multimedia versions;

5. Video training and information materials;

6. Laboratory virtual and remote workshops;

7. Fitness equipment;

8. Databases and knowledge with remote access;

9. Electronic libraries with remote access;

Forms of Learning.

For these tasks, the most common forms (types) of training are lectures, seminars, practical and laboratory exercises (Kovalenko, 2004).

In our study, we conducted an experiment that determined the characteristics of motivation to study and use the automated university management system in the professional activities of the university educational process organizers (Sadulaeva, Yusupova, Sadulaeva, Vazkaeva, & Mutsurova 2019).

To solve the issue of automation of university management, the software package of the company was selected. The software package of the University.

The program complex "University" – a single information system for managing the educational process

The University software package is a comprehensive solution for automating the basic processes of supporting the management of the main activities of state, autonomous and commercial educational organizations of higher and secondary professional education.

Implementation of the system The University software package helps to create a full-fledged electronic information and educational environment based on a modern platform that allows independent development, refinement and expansion of the system's functionality in any direction a university needs and meets all the requirements of the federal legislation in the field of education.

The main users of the University program complex system are university employees – management, faculty, dean's office staff, human resources department, admissions committee, general department (office), who use the system to effectively organize educational processes, monitor them and generate the necessary reporting.

To determine these characteristics, a survey of 147 people was conducted. the university's senior staff and employees of the university's structural divisions (the university's head – 1 person, vice-rector-5 people, department heads – 29 people, deans – 6 people, deputy deans – 12 people, senior laboratory assistants of the department – 29 people, methodologists of deanships-6 people, the head of methodical rooms – 6 people, library staff – 7 people, teaching and methodical management staff – 12 people, personnel management staff – 7 people, general department staff – 3 people, Department for Educational and Social Work – 6 people, employees of the Planning and Finance Department – 5 people, Bukhg lteriya – 8 persons, employees of the department of logistics – 5 people).. To analyze the data, five questionnaires were randomly selected from each group of respondents.

The questionnaire contained a number of questions aimed at determining computer anxiety, the nature of motivation for advanced training in the field of ICT and work in the university ACS, choosing preferences in the form of advanced training, basic knowledge in the field of ICT and automated university management systems.

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