

RESULTS OF EDUCATION AT A MARKETING APPROACH

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Abstract

It is determined that a marketing approach provides for an orientation of managing subsystem when solving any tasks for a consumer. Developed a simplified model of quality management in the quality assurance system of higher education on the basis of EFQM. Revealed reasons and factors leading to move from a qualified approach in the occupational education to competence one. Developed a model of the results of education with a position of competence approach. There has been substantiated a possibility of use of a category "education of a graduate" as measures of achieving the results of education at marketing approach.

Keywords: Education of a graduate, results of education, marketing approach

Introduction

The International Standart Organization (ISO) determines a quality as a total of natures and qualities of productions or services which give them some abilities to meet conditioned or assumed needs. Each of organizations, by acting as a supplier, has got five groups of interested people. Quality management is connected with finding a compromise between all these interested peoples.

On the basis of study of literature of strategy marketing (Fakhrutdinov R.A., 2000, Shmelev N.A., Wahanov A.S., Danchenok L.A., 2004.and etc.) we had determined that the marketing approach provides for an orientation of managing subsystem when solving any tasks for a consumer. Priorities of choice of criteria of marketing are the rising of quality of an object as per the needs of consumers, economy of resources at consumers at the expense of a rising of quality of products and etc. Of course, a term "product" is not acceptable to educational activity since in an educational establishment occur not "making", but formation of learners, thus this educational activity will be a business process. At the modern stage was born a new conception of management – controlling, appeared as a reply for the necessity of systemic integration of various aspects of management of business processes: "controlling ensures a methodical and tool base for supporting (including "computer") of main functions of management: planning, control, account and anaysis, alos estimation of situation for accepting managerial solvations" (Karminskiy A.M., Olenev M.I., Primak A.H., Falko S.H., 1998).

In connection with the said before a simplified model of management of quality of higher education can be represented as a scheme (figure 1).

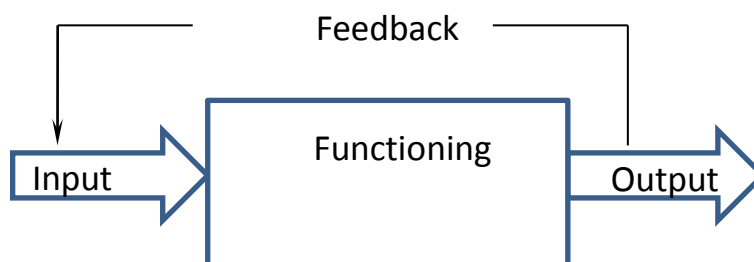


Figure 1 A simplified model of quality management in the quality assurance system of higher education on the basis of EFQM

A use of marketing in quality assurance of education will promote to solve the following tasks: determination of need in the graduates of educational establishments of this profile; determination of more required occupations; determination of a list of required educational services and etc., thus a fruitful one is the considering of quality within marketing: determination of market demand for products: determination of requirements to a quality of products; analysis of a contract. The shown parameters had been accepted by us as input ones to the worked out model of quality assurance.

This article is meant to *output* parameter of this model.

Qualification as a component of the results of

As we know, the requirements to the graduates' qualification of higher education schools were put in qualification (skilled) characteristics of a graduate, approved by an authorized body in the field of education (Ministry) as a guiding instrument. In terminology dictionaries "qualification" is discussed as "readiness of an individual for occupational activity; an employee has a knowledge, skills and talents needed for doing a certain work by them" (Occupational education. Dictionary. 1997), as "totality of an employee's qualities describing the volume of their occupational knowledge and work skills which they must have got for work activity in a concrete working place" (Shatalova N.I., 2006). Qualification confirmed the readiness of the student for doing occupational tasks and conformity of the obtained knowledge with the requirements of state education norm. Since the qualification had been confirmed by the state examination commission, created at a higher educational school, then as both confirmation and affirmation (approval) of it was carried out in the educational field. In connection with this there was a situation, at which a graduate from an educational establishment studied in the conditions of a real production. Such a model of estimation of occupational qualities is named a control of "output", but an approach can be named qualification one. At the qualification approach the professional educational program is shown with the objects (subjects) of labor, complies with to their characteristic. At the same time are not formed knowledge and abilities required for a life activity of a man in all their appearances.

However one should take into account of the fact that in European educational space there was a swift from control "inputs" to monitoring and control "outputs" of educational process. A new paradigm of education is founded in the methodology of projecting an education at which one of the most important structural elements of higher education *are the results of education*. If before the indexes of efficiency of educational work in higher schools were the planning and realization of educational process (educational, educational-methodical work and etc.), but now according to this methodology it is needed *the results of education*: formed at students knowledge, competent ion and skills, at the same time are taken into account of both formal and informal kinds of teaching and self education.

What made (reasons and factors) to move *from qualified approach* in the occupational education *to competence one, in what need* of movement from notion "qualification" to "competence" one?

On the basis of the analysis of literature one can know show the following reasons and factors.

1. *Change of labor conditions*: "New conditions in the field of labor has an influence on the purpose of teaching and preparation in the field of higher education. A simple completion of the content of educational programs and increasing work loads for students can not be a realistic solution. Thus are preferable those subjects which improve students' intellectual abilities and allow them to approach reasonably to technical, economical and cultural changes and variety, will enable to obtain such qualities as initiative, a spirit of entrepreneur and adaptability, also allow them to work with confidence in a modern production field" (Reforms and development of higher education, 1995).

2. *Increase in a volume of cognitive and informational flows* both in production and life, in the end of that the obtained occupational qualification, as a result of the obtained qualification, there appeared new requirements to graduates of higher schools, between which more priorities obtain the requirements of systemic organized intellectual, communicative, reflexive, self-arrangement, moral beginnings that allow to organize successfully an activity in wide social, economical, cultural contexts. The required will be an ability of personality to be ready to changes in occupational field for the course of all life. With the pedagogical point of view the qualification *is not enough an adequate measure for projecting results of higher education*.

3. *Uncertainty as a result of changes in economy*. B.Bergman writes: “In the new time there had been appeared an complex problem of development of human resources of work. The working world reached at this time a high level of flexibility. Traditional sources competitions went to background, and in the agenda there are new requirements. Increasing speeds of changes in economy, more and more beginning of automated and communicational technologies, equal as a globalization, will lead to uncertainty. Is being lost identification of stable occupations, professions as short term “package of competence” are mutating. Temporality of work (instability of it’s) is a working model of the future. In these conditions the ability to studying and readiness for studying will be as the most abilities” (B.Bergman, 1999).

4. *Job placement*. At the present in Euro union general known components at the level of personality are: knowledge, ability, skill and endurable competences which are understood the ability of man to reply to challenge of time adequately and with responsible. By forming these qualities, the system of occupational education will prepare occupational staffs for the labor market. This has been confirmed by European ministers too, responsible for higher education at the conference in Leven: “The Labor Market is more accounts on the more higher level of qualification and competences, thus the higher education has to arm the learners with leading knowledge, skills and competences in all the course of their occupational life. Job placement ” will enable a man to use fully opportunities in the changing market of labor” (Communiqué Conferences of European ministers, responsible for higher education, 2009).

5. *Requirements of stakeholders*. In connection with the said before employers will form requirements to employees not so much in the format of “knowledge, abilities and skills”, how much in terms of “abilities of activity”. Thus in education occurs re-orientation of estimation of the results of educational activity of a learner’s with from the notions of “knowledge, ability, skills” to the that one of “competence”. So, switch to the competence approach one need to consider as an attempt to make the education in a higher school conformity with the needs of the labor market.

Shift from qualified approach in the occupational education to competence one

According to the purposes of the Bologna process it’s supposed to build “a system of comparative and comparable qualifications of higher education, in which the qualifications would have been described in terms of educational loads, level, the results of studying, competences and profile”. In such a way there will be change of educational paradigm to personal-orientated, the main component of which are key competences. This paradigm supposes to change the accents from the course of education (educational programs, students' academic progress) to competence approach, when for the first plan comes out *the problem* occupational and personal readiness for students' employment that must be a criteria of the result of education. In these conditions the mechanism of quality assurance will become a central component of a similar management of a system of education "on results".

In the literature one can meet a definition of *occupational* (professionally oriented), *general* (key, base, universal, trans-subject, meth professional, enduring, over occupational, main and etc.), *academically and other competences*.

The occupational competences are a readiness and ability to act purposefully according to the requirements of affair, methodically organized and independently solve tasks and problems, also self estimate results of it's activity (Rahmenlehrplan für den Ausbildungsberuf// Berufskratfahrer,2000). In connection with it, that the occupational competences cover qualification and a part of total competences required in any activity.

Together with that it is need to understand that the total competences includes enduring (professional, meth professional and others.) competences which determine systemic-social qualities of personality of a student, forming which will promote to study in a institute of education. In the basis of the said before the parameter of the output to the model of management of quality one can imagine such a way, how it's represented in the figure 2.

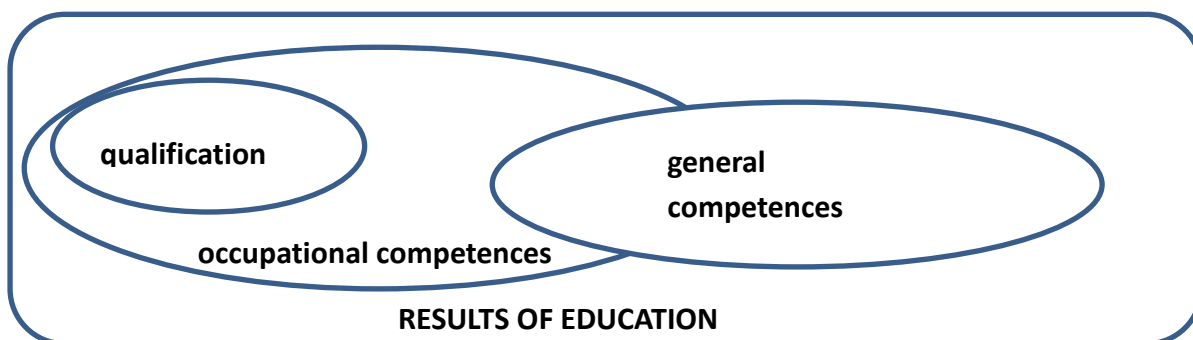


Figure 2 A model of the results of education with a position of competence approach

Conclusion

A question of competences and qualifications is a one about the purposes of education which are an active kernel of a norm of education quality, it's standards. By taking into account of that the results of education are represented as confirmations of that students having obtained a certain qualification or completed a program or it's elements, have to know, understand and be able to do, education of an graduate of an institution of education at marketing approach one can determine as a measure of reaching the results of education according to the requirements of stakeholders.

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