



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada. Toluca, Estado de México. 7223898473*

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TÍTULO: Principios y métodos de formación del sistema de gestión del personal de una organización educativa bajo la transformación institucional de la educación superior.

AUTORES:

1. Ph.D. Alexander V. Popov.
2. Ph.D. Madina A. Azhiba.
3. Ph.D. Valery V. Kasyanov.
4. Ph.D. Gennady P. Zinchenko.
5. Ph.D. Dmitry V. Krotov.
6. Ph.D. Yaroslava G. Zinchenko.
7. Ph.D. Sergey I. Samygin.

RESUMEN. Entre los principios básicos de la gestión de personal, los autores consideran los principios que caracterizan los requisitos para la formación de un sistema de gestión de personal y los principios que determinan la dirección de desarrollo del sistema de gestión de personal. El sistema de gestión de personal es una serie de acciones específicas en el campo de cambios organizativos, económicos, materiales, técnicos, estructurales en una organización educativa. El artículo presenta los métodos de gestión de personal.

PALABRAS CLAVES: Sistema de gestión, principios de gestión, métodos de gestión de personal, personal, organización educativa.

TITLE: Principles and methods of formation of the personnel management system of an educational organization under the institutional transformation of higher education.

AUTHORS:

1. Ph.D. Alexander V. Popov.
2. Ph.D. Madina A. Azhiba.
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4. Ph.D. Gennady P. Zinchenko.
5. Ph.D. Dmitry V. Krotov.
6. Ph.D. Yaroslava G. Zinchenko.
7. Ph.D. Sergey I. Samygin.

ABSTRACT: Among the basic principles of personnel management, the authors consider the principles that characterize the requirements for the formation of a personnel management system and the principles that determine the direction of development of the personnel management system. The personnel management system is a series of specific actions in the field of organizational, economic, material, technical, and structural changes in an educational organization. The article presents the methods of personnel management.

KEY WORDS: management system, management principles, personnel management methods, personnel, educational organization

INTRODUCTION.

In accordance with new educational standards, curricula and programs, modern managers should know well the scientific foundations of personnel management, the most important principles, methods and techniques for working with staff of any educational organizations [Bukhalkov, 2005]; they should be able to take independently the right management decisions related to both the current

and the strategic development of the personality [Gafiatulina, et. al., 2018] of each employee and the entire organization, with full consideration of emerging market challenges.

Due to the rapid pace of technical and social innovations, higher vocational education organizations are experiencing new socio-economic conditions characterized by constant technological transformations, tightening of regulatory deadlines for the implementation of educational processes, revolutionary discoveries in the field of information and communication technologies [Kasyanov, et al., 2018]. The most significant institutional transformations in the activities of the system of higher education organizations are associated with global changes: paid forms of education and expansion of the range of educational services; democratization of the educational system; technical progress and abundance of services and software products [Smirnova, 2015; Solovova, 2007], which a specialist in higher education should use professionally.

The problem of personnel management of an educational organization is one of the key ones in the context of a new education strategy with the aim of overcoming the consequences of institutional transformation for all participants of the educational process [Gafiatulina, 2015; Gafiatulina, Rachipa et al., 2018; Chikaeva, et al., 2018].

The main idea of the new strategy of Russian education is the idea of development. This idea includes the following goals: the creation of the necessary conditions for personal development; launching effective self-development methods for the higher education system; the transformation of education into an effective factor for the development of society, the continuity of education [Kovaleva, et al., 2019].

In a market economy, the staff of an educational organization is considered not as one of the economic factors, but as a key resource, the effective use of which becomes the main task of management. The personnel management system of an educational organization provides the development of

management principles and the continuous improvement of methods of working with personnel using the best management experience based on the achievements of domestic and foreign science.

DEVELOPMENT.

Methodology.

The purpose of this article is to highlight the specific principles and methods of building the personnel management system of an educational organization, taking into account the institutional transformation of higher education.

In scientific literature on social management of an organization, including educational one, great attention is paid to the principles and methods of personnel management. The basis of this work was the theoretical research in the field of personnel management conducted by such Russian scientists as M.I. Bukhalkov [Bukhalkov, 2005], Yu.A. Bryazgunova [Bryazgunova, 2013], A.Ya. Kibanov, I.A. Batkaeva, I.E. Vorozheikin [Kibanov, et al., 2005], Solovova N.V., Nikulina I.V., Novoselova O.V., Sanko A.M. [Solovova, et al., 2017] and others. They examined the main theoretical and practical aspects of personnel management, the development of personnel management systems in organizations, including educational ones.

The management of any organization, including educational, can be perceived from several positions (approaches), namely: process, system, situation and development. Thus, the procedural approach allows to formulate the personnel management functions of the educational organization and to build a logical sequence of management actions in the personnel management system.

The system approach forms the perception of the educational organization as a set of interrelated and interdependent elements, parts. The situational approach in personnel management is aimed at developing adequate and rapid management decisions in various situations [Taranov, et al., 2018].

The development position is the preservation of positive achievements in the management of the organization's personnel, the modernization of those areas and phenomena in activities that for one

reason or another do not give effect, or this effect is not sufficiently positive. In addition, the developmental approach allows finding and implementing new principles and methods of effective work in the personnel management system of an educational organization.

All of the above approaches relate to the theory of control; in this connection, the article applies the theory of social management to the analysis of principles and methods of personnel management of an educational organization.

Results and discussion.

The Russian educational system, like most world educational systems, is undergoing a process of institutional transformation [Susimenko. et al., 2018], responds to the challenges of time, while demonstrating the following characteristic vectors of development as standardization, informatization, technologization of education and its continuity. Let us consider the indicated characteristics, since they demonstrate the features of the institutional transformation of higher education.

In recent decade standardization of education in the light of the adoption of the Bologna Declaration, which provided for changes in educational programs and institutional changes, has been given such significant attention that it caused an obvious transformation of the concept of “standard” in the modern educational space [Illicheva, Vinokhodova, 2014; Barreto & Alturas, 2018].

The idea that the “standard” should not become a limiter of diversity and competitiveness has been clearly outlined. The evolution of the definition of "educational standard" is inherent in all educational systems that have gone from "standard-minimum" to "standard-level" and the standard as a set of requirements for the conditions for the implementation of educational activities. It is important to note that the focus shifts from the content of education to its result in the form of the level of students` education, the totality of requirements for the goals of education, the process, conditions, which influence the system of value orientations [Vaskov, et al., 2018; Ingavale, 2013].

Informatization and technologization of education are associated with the emergence and widespread implementation of computers and the rapid computerization of society, which led to a fundamental transformation in socio-economic life, technologies of educational and management activities. A new term has emerged - “technological culture”, which is defined as an element of the general culture of an individual, the ability to transform the world around for the better, the ability to foresee the future, the readiness to live and work in it using traditional and newest technological achievements [Novoselova et al., 2016; Merkibayev et al, 2018] .

Continuing education is one of the leading modern ideas for the development of education as a transition from the “education for life” model to the “education throughout life” model [Kokin, 2004]. The basic principles of continuous education, which determine the direction of transformation of educational systems, also relevant to the personnel management system, include consistent development, revealing and enriching the creative potential of the individual; the unity of vertical and horizontal links of the educational and management process; continuity of different stages of education; integration of educational and practical activities in the framework of personnel management of an educational organization [Akurova, 2005].

The implementation of modern personnel policy in the system of personnel management in higher education [Voevodkin, Neznakina, 2013; Parvizian et al, 2015] implies the definition of the basic requirements for staff, including the qualification characteristics of the teaching staff; development of personnel and their assessment (certification), creation of a management system for labor motivation, concept of remuneration, material and moral incentives; the development of social relations in the team; the transition from traditional forms of personnel work to the introduction of an integrated system of personnel management. In this regard, according to the development strategies, the first step towards the implementation of this initiative in universities will be the assessment of

academic staff, administrative and managerial personnel, as well as the introduction of an annual monitoring system on the activities of the personnel.

A separate goal in changing the human capital management system until 2020 in universities should be the improvement of personnel policy and the development of a human resource management center (HR service) to provide the university with highly qualified personnel and the fullest realization of employees' labor potential [Ozernikova, Zhiperina, 2012; Widiastuti et al, 2018].

A.V. Varavkina stresses that the management of the personnel development of an educational organization is a complexly structured process, the distinguishing features of which are continuity, multi-stage, focus on the future and prospective development of the next generations, as well as flexibility in relation to the continuous transformations of modern society and all its systems. The management of an educational organization is aimed at ensuring purposeful organization processes in the managed object [Varavkina, 2017].

V.I. Zvereva considers the personnel management of an educational organization as managers' activity aimed at ensuring its optimal functioning and transfer to a higher level of development [Zvereva, 2004].

In the scientific literature on social management, it is customary to distinguish between two basic groups of principles for constructing a personnel management system in an educational organization [Kibanov, et al., 2005]:

- Therefore, the first group is the principles that characterize the requirements for the formation of a personnel management system.

- The second group is the principles that determine the direction of development of the personnel management system. Moreover, all the principles of building a personnel management system are implemented in close cooperation, and their combination depends on the specific conditions of the personnel management system of an educational organization.

All elements of the personnel management system of an educational organization can be divided into three blocks:

- 1) Personnel formation technologies, which include personnel planning, determining the need for hiring personnel, as well as its recruitment, selection, firing; in addition, it also includes the adaptation of workers.
- 2) Personnel development technologies that combine training, professional development, career growth and the formation of a personnel reserve.
- 3) Technology of rational use of personnel, including assessment, motivation, as well as labor regulation.

Since the division into these three blocks is considered conditional, the same personnel technologies may relate to different blocks (for example, adaptation may well correspond to the technologies of personnel formation and rational use).

The personnel management system of an educational organization in the context of the institutional transformation of higher education, according to Yu.A. Bryazgunova, represents a series of specific actions in the field of organizational, economic, material, technical, structural changes in an educational organization [Bryazgunova, 2013].

What are these organizational changes in the institutional transformation of higher education?

Organizational changes include actions that influence the construction of the educational process, the management of the teaching staff of an educational organization, the organization of interaction between the subjects of the educational environment.

Economic changes include processes associated with an increase in funding for an educational organization by providing additional paid educational services, receiving and executing grants for the implementation of specific educational programs. The main goal of economic transformations is to

create a competitive environment that stimulates the activity of educational institutions personnel to improve the quality of education.

The material and technical changes are aimed at improving the conditions of the educational process in higher education: the creation of classrooms, which meet all the modern requirements, computer classes, sports facilities etc.

Structural changes are branch-building activities of an educational institution, a preschool educational institution, and a supplementary education institution within the main higher vocational educational organization. Such changes expand the opportunities of educational institutions to increase their funding and competitiveness.

I.G. Sangadiyeva formulated the principles of building a personnel management system [Sangadiyeva]:

- The principle of consistency, involving the coverage of all areas of activity and management within the educational organization, all transformational changes and feedbacks.
- The principle of continuity, which provides the constant adjustment of the developed management plans based on changes, both inside and outside the organization's socio-economic system.
- The principle of interrelation of the developed future personnel management plans and development plans of specific educational organizations with the forecasts developed vertically and horizontally.
- The principle of social partnership i.e. the organization of relations between the government, educational institution and the population, aimed at coordinating their interests and goals, joint search for resources, implementation of joint activities and distribution of responsibility.
- The principle of taking into account the specifics and characteristics of the location of a particular type of educational organization in order to achieve maximum benefits and advantages in the personnel management process.

Methods of personnel management are specific techniques and methods of influence of the head of the educational organization on the staff to achieve certain goals of the organization. It should be noted that today various methods of management have been developed, but their impact on both the personnel of the educational organization as a whole and on each individual employee, in particular, is mediated by motivation.

It is necessary to distinguish between management methods and process control methods. Management methods characterize the completed act of impact on the control object, whereas with the help of the process control methods only individual works are performed.

Management methods are classified according to various reasons. So, if the influence factor is taken as a basis, methods of direct and indirect effects can be designated. If the basis is the situation factor, it can be said about official and informal methods of personnel management. For example, using the direct and formal method (which includes an order, instruction, disposal, incentive), the immediate effect is assumed; methods of indirect and informal management are aimed at creating conditions for achieving high results (quality of working life, rationality of alternation of work and rest). In practice, the methods of formal and informal impact are reflection of the characteristic features of a particular management style. Methods of informal impact on the staff of an educational organization include the educational work of the head, the psychological atmosphere of his interaction with subordinates, which in turn creates a socio-psychological climate in the team of the educational organization.

Widespread is the classification of management methods based on objective regularities inherent in a particular educational organization as an object of management, based on the specifics of the relations formed in the process of joint labor. On this basis, it is customary to distinguish the following groups of methods: organizational (including administrative law), economic, and socio-psychological.

To realize the goal set in work, it is necessary to stop on detailed consideration of these methods.

Organizational methods are based on the organizational relations of the staff of an educational organization. The whole set of these methods can be classified into three groups: methods of organizational stabilizing impact, administrative and disciplinary impact.

The first group, methods of organizational stabilization, is intended to create the organizational basis for joint work in an educational organization. They include the distribution of functional duties, responsibilities, rights, powers, and the establishment of the order of business relationships. Organizational methods include regulation, which implies a clear consolidation of the functions of personnel and the scope of work; rationing - the establishment of standards for the performance of work within the educational organization, the permissible limits of activity.

The second group is the methods of administrative impact, intended to respond to unrecorded moments of the educational organization personnel activity, adjust the existing system of the organization for innovative tasks and changed conditions of professional activity. The methods of this group are implemented, as a rule, in the form of a directive, an order, an instruction, a resolution, a prescription, etc.

As for the third group of methods - methods of disciplinary impact on the personnel of an educational organization, their main goal is to maintain the organizational basis of work, to clearly and timely accomplish established tasks and duties, to eliminate deviations arising in the educational organization's system.

Administrative (administrative-legal) methods are closely connected with organizational methods of building a personnel management system of an educational organization. This group of methods is determined by the power nature of the management of an educational organization: one side (administration, official) is endowed with a number of powers, as a result of which it can issue orders, appointments, and notifications to the other side - the controlled one. In this case, as a rule, there is a hierarchical subordination in any educational organization: downstream personnel are

organizationally subordinate to the administration and must fulfill all of its decisions, regardless of their own opinion.

Administrative decisions must be based on the law, may entail legal consequences.

The second group of methods is economic. They are intended to influence the socio-economic relations in the educational organization and include economic accounting, capital investments; fee for funds; payment for the internal implementation of grants; use of educational organization development funds; the system of material incentives for staff, etc. The economic methods of management also include the pricing for additional educational services.

The next group of methods is socio-psychological methods. The specificity of these methods lies in the fact that they are based on the application of socio-psychological mechanisms of management in the system of relations between personnel of an educational organization, as well as in tools to influence the behavior of personnel in an organization that determines the competence of a modern manager and personnel specialist. Socio-psychological methods involve the consideration of informal factors: the interests of the individual, group, team in the management of an educational organization. Socio-psychological methods include: social planning and social support; capacity development of the team, groups and employees; the formation and maintenance of a favorable socio-psychological climate in the educational organization; team building; staff participation in making certain management decisions; the formation of an attractive mission, the so-called organization`s brand and vision of its future; improving the quality of personnel`s working life; an individual approach to all subjects of the educational process, etc. [Spivak, 2012; Maharani & Subanji, 2018].

All the above personnel management methods are used in the complex, since the relationships on which they are based, are inseparable and organic. The greatest effect and quality of the personnel management system is achieved when the methods are used in combination. The use of the system of

methods allows looking at the object of improvement from all sides, which helps to avoid mistakes and miscalculations in personnel management.

CONCLUSIONS.

In the conditions of the emergence of market economy and overcoming the institutional transformation of higher education, issues of practical application of modern forms of personnel management in an educational organization are of particular importance.

The educational system, experiencing the process of institutional transformation, responds to the challenges of time, while demonstrating the characteristic directions of development: standardization, informatization, technologization of education and its continuity.

There are two groups of principles for constructing a personnel management system in an educational organization: principles that characterize the requirements for the formation of a personnel management system and principles that determine the direction of development of a personnel management system.

Methods of personnel management are specific techniques and methods of the manager's (administration) influence on the staff of the educational organization to achieve the goals of the organization. The main methods of personnel management include organizational (including administrative and legal), economic, social and psychological.

In general, the analysis of scientific literature on the problem of studying the experience of management in educational organizations shows that within the framework of the new education strategy, not enough attention is paid to the personnel management of the educational organization, the quality and efficiency of work, and the requirements imposed on the manager in the process of organizing the management system. A modern leader in the education system in the context of institutional transformations will be ineffective without the ability to apply management principles and personnel management methods, since their use allows him to see the future, predict, constantly

adjust the strategy, look for an alternative to management decisions in the personnel management system of an educational organization.

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DATA OF THE AUTHORS.

1. **Alexander V. Popov.** Doctor of sociological sciences, Professor, Full member of the Academy of Humanities Regional Studies and Eurasian Studies Department, Institute of Sociology and Regional Studies of Southern Federal University, Russia, Email: avpopov11@gmail.com
2. **Madina A. Azhiba.** Head of the education department of the Gagra district Republic of Abkhazia, Gagra, madina.azhiba@mail.ru
3. **Valery V. Kasyanov.** Doctor of social Sciences, Doctor of historical sciences, Professor, Faculty of history Sociology and International Relations, Department of Russian History of Russia Kuban state University, Russia. E-mail: culture@kubsu.ru
4. **Gennady P. Zinchenko.** Doctor of Philosophy, Professor, Head of Department of sociology South-Russia Institute of Management – branch of Russian Presidential Academy of National Economy and Public Administration, Russia. E-mail: gennadij-zinchenko@yandex.ru
5. **Dmitry V. Krotov.** Doctor of sociological sciences, Professor of Rostov state economic university «RINH», Russia. Email: dsm2000@mail.ru
6. **Yaroslava G. Zinchenko.** Candidate of Sociological Sciences, Associate Professor, Department of sociology South-Russia Institute of Management – branch of Russian Presidential Academy of National Economy and Public Administration, Russia. E-mail: yasya@yandex.ru
7. **Sergey I. Samygin.** Doctor of sociological sciences, Professor, Personnel management and sociology Department, of Rostov state economic university «RINH», Russia. Email: samygin78_@yandex.ru

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