
**HIGHER SCHOOL PREPARATION AND REALIZATION IN CONDITIONS OF
MARKET ECONOMY**

Nevena Slavova PhilipovaSouth-West University “Neofit Rilski” - Blagoevgrad nevef@swu.bg**Mariana Shehova – Kanelova**South-West University “Neofit Rilski” - Blagoevgrad m.shehova@swu.bg

Abstract: The enrollment presumes that the higher education institutions, as autonomous ones, to form a flexible policy and strategy for the selection of cadre. In this respect, the right approach largely depends on the profile of the specialist who is going to be sent to the public space. The modernization of education requires the solution of a series of tasks - legal-normative, economic and meaningful. Of the prime significance, of course, should be receiving the quality education that meets the actual and prospective needs of the individual and society, as education plays an increasing role in the development and accumulation of human capital. Only in this way, it will become an incentive for economic prosperity and competitiveness.

Key words: higher education, resources insufficiency, unfavorable demographic trends, lifelong learning necessity, credit system implementation, introduction of new teaching and learning methods

INTRODUCTION

The training of specialists in various fields of public life in market conditions is a challenge for all higher schools and implies solving a number of problems related to enrollment, preparation, and realization.

The enrollment presumes that the higher education institutions, as autonomous ones, to form a flexible policy and strategy for the selection of cadre. In this respect, the right approach largely depends on the profile of the specialist who is going to be sent to the public space.

The practice established in recent years is not directly related to the specifics of the specialty desired for education, it also carries positives and some negative consequences.

The possibility for the candidate students to pass the entrance exam based on learning content they have mastered well and feel the most prepared is in the interest of the applicants in the higher schools. Pedagogical, legal, psychological, and other majors, however, require a specific focus and attitude as well as the presence of certain characteristics that contribute to the quality preparation and successful future realization.

A crucial role in the difficult process of preparation in the higher schools is the quality of teaching and learning. The higher education sufficiency with modern conditions requires above all a high quality of teaching.

The processes of globalization and integration are related to new challenges for the entire education system and the higher education. The pursuit of right solutions for the further successful development of the higher education is a difficult process. Universities are the ones that unite the traditional "progress and knowledge transfer functions: research, innovation, teaching and training, continuing education". /1/

In a time of an information blast, higher education institutions are expected to meet the educational needs of an ever-growing student audience. The qualification requirements are becoming higher. This demands high school education to prepare young people for solving new problems and taking initiative. Substantial are today's processes such as education becoming accessible to the masses; economic and cultural globalization; the ever-accelerating development of science and technology; academic freedom and university autonomy, as well as others.

In the conditions of the 21st century and market economy, the Bulgarian higher education encounters new problems. The last 15-16 years focused the necessity of the higher schools to cope with tests as:

- resources insufficiency;
- unfavorable demographic trends;
- lifelong learning necessity;
- credit system implementation;
- introduction of new teaching and learning methods;
- introduction of a new evaluation system, etc.

Addressing all the challenges of modern times implies the creation of a working quality assurance system that includes: professional program standards; institutional evaluation of the possibilities of ensuring and maintaining a good quality of education; setting up internal university mechanisms to improve the quality of training and self-assessment.

The quality professionals training in higher education functions on two lines - the quality of teaching and quality of learning. The quality of teaching is the obligation and responsibility of the academic staff of the respective higher education institution. It includes a number of interrelated components relating to a high scientific level of teaching; permanent updating of the curriculum related to scientific achievements in the relevant field; use of innovative /interactive/ methods and forms of work; enhancing student activity in the learning process; involving more prominent students in research and development projects and more. The quality of learning is related to the students' own preparation in the audience and outside the audience, and refers to: responsible attitudes of students to self-training in mastering scientific knowledge; solving research tasks, testing and preparing reports on specific scientific issues; active participation in research student groups for the development of student projects and participation in various competitions; use of the latest information technology; participation in competitions for scholarships for continuing education in renowned European universities and research projects; good language training and many others.

To improve the quality of teaching and learning, it is necessary for the education system and the higher education to be seen as a specific industry for the production of an intellectual product, and for education as a basic public service. On the one hand, the product of education should be examined as for any other material product that people need an opportunity to enjoy. On the other hand, one should not overlook the fact that, unlike material production, where the timescales for investment return are much shorter than in education. This should not be the reason for an abdication of the state from the educational sphere and to stop investing in education. Achieving a quality and modern education requires that the educational policy should step out of the departmental and sectoral format and become a sphere of general national interest and the attention of all entities related to the modernization of education. It is necessary to breach with the practice of minimizing the costs of education, especially for the higher education. Such a trend in funding policy inevitably leads to a weakening of the intellectual layer of society.

The quality of teaching and learning is also related to the competition between universities, preparing professionals for different areas of public life. The ambition of the higher education institutions to prepare a competitive product sought on the intellectual labor market will solve to a certain extent the issue with a large number of institutions in Bulgaria. Those who prepare high-quality professionals will detain on the labor market. The rest will self-discontinue work – as a result of candidates shortage.

The quality of professionals training requirements with higher education in our country is even more important for the training of the pedagogical staff. The reason is not the poor work in material production brings fewer losses, the case is the lack of relevant qualities in the formation of intellectual product (such as the product in education) leads to very large moral damages. The absence of quality in the work of teachers, and especially those who lay the foundation for personality building, should not be allowed and should be the care and responsibility of the society. The rapid pace of its development further impedes "beyond the traditional professional skills of the educator and implies the development of specific meta-pedagogical competences in the modern teacher" [5].

The training of teachers and the quality of teaching in higher education institutions has been the subject of attention in the past to this day. Lucius Annaeus Seneca, also known as Seneca the younger states that "in order to teach others, we must teach ourselves." Herbart demands that the teacher "have a power of thought and scientific knowledge." N.I.Pirogov, in his "Projects for Teaching Seminars", devotes serious attention to the practical training, the quality of the special scientific education, and last but not least the teachers' seminars to accept those called to devote themselves to the teaching profession. Indeed, the precise selection of students for teachers is the first significant step in the quality of preparation. The question of the so-called "Filter our" of candidates should become a policy of higher education institutions preparing teachers. On the other hand, the profound analysis of modern textbooks and instructional-methodical guides on student training testify to a serious disruption between the personal and intellectual needs of the modern student and content in the teacher's preparation [6].

Teachers' training needs to meet today's awareness and communication capabilities - to prepare their students for "lifelong learning" throughout life. "In today's age, the teacher is not only willing to offer his students as much knowledge as possible but to prepare them so they can be educated throughout their lives " [2]. In addition to mastering the necessary theoretical knowledge and practical skills related to teaching technology, future teachers must also be prepared for the competition that awaits them on the labor market. Their required and selective preparation should allow them some mobility in their realization in practice. This implies the construction of a dynamic system of qualification and retraining that higher education institutions can and should provide to pedagogical workers. To meet the requirements of time, the teacher "must master a whole palette of pedagogical skills, as well as possess pure human qualities such as persuasiveness, patience, and modesty" /3. Obtaining timely

qualification and retraining by pedagogical staff is also related to effective legal regulations. Under the current regulatory framework, the possibility of increasing the qualification is mainly related to the use of personal resources by teachers. The resources for the qualification of a teacher that the state foresees are minimal. A survey conducted among primary school teachers shows that a large proportion of teachers do not approve of the 5 -degree scale for their qualification increase. At the same time, the majority of teachers want to raise their qualifications with different motives: to be better at work; for prestige; for a better wage; for taking a managerial position and others. According to the teachers, the system for their qualification and retraining is rather procedurally heavy.

The modernization of education requires the solution of a series of tasks - legal-normative, economic and meaningful. Of the prime significance, of course, should be receiving the quality education that meets the actual and prospective needs of the individual and society, as education plays an increasing role in the development and accumulation of human capital. Only in this way, it will become an incentive for economic prosperity and competitiveness. The requirement to improve the quality of education is related to the global trends in the sphere of the sphere, namely: preparing the person for living in rapidly changing conditions; expanding the scale of cultural interaction and increasing the role of communication; raising citizens' readiness for personal choice in a democratized society; increasing the importance of human capital and others. Organizational diagnosis can be considered as a first step towards improving organizational performance and effectiveness by comparing the current state of the organization with the desired state, such as missing data on the discrepancy between the ideal and the current pattern of behavior (Blake Mouton, McCause, 1989); or as an outline of the differences between what it is and what needs to be in the organization (Weisbord, 1985).

The main purpose of the diagnostic analysis of the processes in the organization is to reveal the forces and causes that led to the present state and to identify the possible trends in order to achieve a new desired condition. The evaluation of what is happening in the organization is a critical moment for making the change, since creating an accurate idea of the organization present allows determining what and how it is necessary to change and what to become invariable in order to preserve the appearance and the culture of the organization.

Each diagnosis requires that priorities be established and ranked in the set of problems of change and to identify the relevant subsystems which must take place after determining the subsystems in which the change will be introduced; the next step is to assess their willingness and ability to plan the necessary actions to achieve the change (Beckhard, R., Harris, R. (1987).

According to Beckhardt and Harris, the diagnosis will not be complete unless the extent to which each subsystem is ready and capable of making a change is assessed. Assessment of readiness for change is an analysis of attitudes to change, the causes, and sources of possible resistance. The ability or opportunity to change is established by assessing power and influence, sharing resources, possessing the knowledge and skills needed for effective action (Beckhard, R., Harris, R. (1987).

The diagnosis is a part of the stage of action or intervention as it enters the usual life in the organization (Argiris, 1970). Therefore, collecting data on the current state of organizational processes can be seen as a type of intervention that provokes or facilitates change. A basic prerequisite for effective organizational change and the establishment of an adequate organizational development program is the appropriate and valid diagnosis of the state of the organization or its element. The diagnosis is the first component of the organizational development process, which determines to a great extent the success or failure of the actions and interventions undertaken. It is known that the "accurate" diagnosis of existing problems and difficulties in an organization or area is a prerequisite for proper treatment of the "disease", specifically to solve the problem [4].

For the teachers` work in a market economy, the motivation they use to build solid knowledge in their students is also irrelevant. It is the teacher who has to motivate the student to acquire scientific knowledge, skills, and habits. He shows and conveys the power of knowledge and the benefit of it to his disciples. He forms the most valuable human values in them, establishing real human relationships. And this is his duty and vocation. Only that this urge to fulfill all this teacher has purely human and professional needs and ambitions. And they are related to the evaluation of his labor, with moral and material satisfaction. At this stage, the Bulgarian teachers remain only the moral satisfaction of their own achievements, although they are often absent for various objective and subjective reasons. It is time for the teachers` work to be valued in dignity in order to preserve their renaissance spirit and devotion to the profession. Because the teacher is the indicator that forms and helps to preserve our own identity and national pride.

It should be initiated remuneration of teachers` work according to the invested quantity and quality. This requires the development of a reliable system of clear and accurate indicators and criteria for assessing this type of work.

It is necessary to create and perfect a mechanism for the so-called on-the-spot growth of pedagogical professionals. This can happen to a certain extent through the introduction of the latest legislation on the evaluation of pedagogical specialists. However, the evaluation implies the creation of an adequate environment for the qualification of the attested persons. The possibility of personnel development for many teachers is impossible for a number of objectives, most important reasons. Within the school, teachers can grow up in their profession and change their status after passing different forms of qualification and re-qualification – receiving the title of Master Teacher and others. This will be a great incentive to work and improve the quality of work of pedagogical workers.

In order to improve the quality of teaching and learning, for the successful realization in market conditions it is necessary to change and improve a number of things such as a working legal normative framework for securing different contractual relations in the educational sphere; development and quality control of education; increasing the responsibility of educational establishments in case of non-fulfillment of the functions, determined by the normative regulation; improving the quality system and assessing teaching and learning at higher education institutions.

REFERENCES

- [1] Jacques Delors, [Learning: the treasure within](#) UNESCO, 1996, page 131
- [2] Philopova, N. Preparing students - future teachers - status and problems. "Primary School" magazine, issue 3, 2003
- [3] [Learning: the treasure within; report to UNESCO](#) of the University Education Commission in the 21st Century
- [4] Kanelova-Shehova M., Models for diagnosing the organizational culture of the school, Dissertation SWU "Neofit Rilski", Blagoevgrad, 2015
- [5] Tasevska, D., G. Dyankova, S. Dermendjieva. A model of educational policy to stimulate the process of multi-integration by Promoting policultural identity, International journal Knowledge "The teacher of the future" 2016.
- [6] Янакиева Е., Л.Ф. Чупров. Проблемы подготовки студентов к их будущей педагогической деятельности. Вестник по педагогике и психологии Южной Сибири. №4, с. 2, 2014.