

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП  
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ  
UNIVERSITY “GOCE DELCEV” SH TIP  
FACULTY OF EDUCATIONAL SCIENCES



**ОБРАЗОВАНИЕТО ВО XXI ВЕК  
– СОСТОЈБИ И ПЕРСПЕКТИВИ –**

**МЕЃУНАРОДНА  
НАУЧНА КОНФЕРЕНЦИЈА  
– ЗБОРНИК НА ТРУДОВИ –**

**EDUCATION IN XXI CENTURY  
– CONDITIONS AND PERSPECTIVES –**

**INTERNATIONAL SCIENTIFIC  
CONFERENCE  
– PROCEEDING BOOK –**

Штип, 24 – 25 Септември, 2015  
Shtip, September, 24-25, 2015

fesconference@ugd.edu.mk

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## LADIES AND GENTLEMEN, DEAR GUESTS!

With great honor and pleasure I welcome You on behalf of all teachers, associates, employees and students of the Faculty of Educational Sciences at the University "Gotse Delchev" in Shtip and I wish You pleasant moments during this solemn event organized to mark 20 years of university education of teachers.

But in fact, the Faculty of Educational Sciences basis its twenty years of existence on 146 year continuous development of formal education of teachers and preschool teachers in the region. The achievements of the Pedagogical-Seminary school founded in 1869, the existence of which is linked to the name of the creator of the first primer and the first textbook for teachers - School Pedagogy - Josif Kovachev, and to the name of the great teacher Gotse Delchev, followed by the School for Teachers established in 1946, Higher Pedagogical School founded in 1959, and the Pedagogical Academy (1961) are woven into the tradition and development of our Faculty.



In 1995 the two-year formal education of teachers and preschool teachers developed into four-year university studies.

In 2007 the Pedagogical Faculty became part of the State University "Goce Delchev" in Shtip, said to be the fastest growing university in Macedonia.

Following the global trends in teacher education, modern trends in education policymaking in Europe and in the world, respecting the knowledge of the history of civilizations as an important intellectual resource for social development, as well as scientifically and experientially diagnosed educational challenges that have emerged as a result of deep changes of values in our society and globalization trends (scientific, educational, technological, and economic) the Faculty of Educational Sciences has designed study programs for I, II and III cycle of studies in accordance with the organizational - pedagogical quality standards in compliance with the principles of the Bologna Declaration and European credit-transfer system with a high level of recognition in the area of European Higher Education.

If 20 years ago our Faculty started to implement teaching with 5 PhDs and 3 masters as regular employees, today we can proudly say that our academic community is comprised of 20 PhDs and one master.

Today our students have the opportunity to educate themselves at the faculty which sees its future as a continuous development aimed at:

- Strengthening and expanding international partnerships
- Popularization of mobility of students and staff,
- Internationalization and improvement of scientific research work,
- Improvement of pedagogical approaches to teaching and links with practice, putting students at the center of the educational process.

**Ladies and Gentlemen,**

I take this opportunity to thank you for coming today to celebrate with us the teaching profession and our contribution to it.

We are quite aware that the road to success is long and winding and it is easier to travel with joint forces. That is why we wanted to mark this celebration by organizing a scientific conference dedicated to education in the 21st century. Let us share our knowledge, understanding and experiences regarding the situation and perspectives and suggest possible ways of modernization. 89 papers have been submitted and there are authors from 8 countries. This is really promising!

Once again, I wish you all a warm welcome and successful work.

Dean,  
Prof. d-r Sonja Petrovska  
24. 09. 2015., Stip

**ПОЧИТУВАНИ ...**

Со голема чест и задоволство, Ве поздравам во името на сите наставници, соработници, вработени и студенти на Факултетот за образовни науки при Универзитетот Гоце Делчев во Штип и Ви посакувам пријатни моменти во текот на оваа свечена манифестација организирана по повод 20 годишно факултетско образование на наставници и воспитувачи.

Факултетот за образовни науки своето постоење го темели на 146 годишниот континуиран развој на формалното образование на наставници и воспитувачи на овие простори. Во традицијата и развојот на нашиот факултет се вткаени достигнувањата на Педагошко-богословското училиште основано во 1869 год. Со чие постоење се врзува името на творецот на првиот буквар и првиот учебник за наставници – Школска педагогија – Јосиф Ковачев, и името на големиот учител Гоце Делчев, па Учителската школа основана во 1946 год, Вишата педагошка школа формирана во 1959 год, Педагошката академија (1961 год.).

Во 1995 година формалното двегодишно образование на наставници и воспитувачи прераснува во четиригодишно факултетско образование.

Во 2007 година Педагошкиот факултет стана дел на државниот Универзитет „Гоце Делчев“ во Штип, кој го носи епитетот најбрзорастечки Универзитет во Р Македонија.

Следејќи ги глобалните тенденции во образованието на наставници, современите тенденции во креирањето на образовните политики во Европа и во Светот, респектирајќи ги знаењата за историјата на цивилизациите како значаен интелектуален ресурс за општествениот развој, како и научно и искусствено дијагностицираните воспитни предизвици кои се појавија како резултат на длабоките вредносни промени во нашето општество и глобализациските тенденции (научни, образовни, техничко-технолошки, економски) ФОН дизајнираше студиски програми за I, II и III циклус на студии согласно организациско –

педагошки стандарди за квалитет, согласно принципите на Болоњската декларација и Европскиот кредит-трансфер систем, со високо ниво на препознатливост во Европскиот високообразовен простор.

Ако пред 20 години нашиот факултет започна да ја реализира наставата и вежбите со 5 доктори на науки и 3 магистри, како редовно вработени, денес со гордост можеме да кажеме дека оваа академска заедница ја сочинуваат 20 доктори на науки и 1 магистер.

Денес нашите студенти имаат можност да се образуваат на факултет кој својата иднина ја гледа како континуиран развој во насока на:

- зајакнување и проширување на меѓународните партнерства,
- омасовување на мобилноста на студентите и на вработените,
- интернационализација и подобрување на научно-истражувачката работа,
- унапредување на педагошките пристапи во наставата и врските со практиката, поставувајќи ги студентите во центарот на образовниот процес.

#### **Почитувани присутни,**

Ја користам оваа прилика, да ви се заблагодарам што дојдовте денес заеднички да го чествуваме учителското дело и нашиот придонес во него.

Ние сме сосема свесни дека патот до успехот е долг и кривулест но и дека полесно се патува со заеднички сили. Затоа ова наше празнување сакавме да го одбележиме со Научна конференција посветена на образованието во 21 век, да ги споделиме нашите знаења, разбирања и искуства во врска со состојбите и перспективите како и да предложиме можни начини за негово осовременување.

Уште еднаш, На сите Ви посакувам топло добредојде и успешна работа!

Декан,

Проф. д-р Соња Петровска

24. 09. 2015. година Штип



## TABLE OF CONTENTS

1. СО КВАЛИТЕТНИ ПРОМЕНИ ДО ПОКВАЛИТЕТНО УЧИЛИШТЕ <b>Блаже КИТАНОВ</b> .....	5
2. LANGUAGE CULTURE – A SEGMENT OF LANGUAGE EDUCATION <b>Violeta NIKOLOVSKA</b> .....	9
3. RESEARCH TRENDS IN EDUCATION IN MULTICULTURAL ENVIRONMENTS IN THE REPUBLIC OF MACEDONIA <b>Elizabeta TOMEVSKA-ILIEVSKA, Emilija SIMONOVSKA JANACKOVSKA, Sadudin SADIKI</b> .....	15
4. USING AUTOMATIC TEXT CATEGORIZATION TECHNOLOGIES IN THE MODERN EDUCATIONAL PROCESS <b>Anna GLAZKOVA</b> .....	23
5. THE ROLE OF BUSINESS SCHOOL IN THE POST-GRADUATE EDUCATIONAL SYSTEM <b>Nikita RAVOCHKIN</b> .....	27
6. FORMATION OF ETHICAL RULES (CODE) IN PRESCHOOLERS THROUGH THE BULGARIAN CHILDREN'S FOLKLORE GAMES <b>Julia DONCHEVA</b> .....	32
7. FORMATION OF HUMAN POTENTIAL: INSTITUTIONAL MECHANISMS AND POLICIES <b>Stanka RINKOVA</b> .....	36
8. THEORETICAL FORMULATION AND SCIENTIFIC JUSTIFICATION OF THE PROBLEM OF TRAINING TEACHERS IN TECHNICS, TECHNOLOGY AND ENTREPRENEURSHIP <b>Tsvetana KOSTADINOVA ANTIPESHEVA</b> .....	41
9. INTERACTIVITY IN TEACHING STUDENTS MODERATORS <b>Kosta KOSTOV, Silvia KYUCHUKOVA, Hristina MILCHEVA</b> .....	45
10. EVALUATION OF STUDENTS' LEARNING UNDER THE PRISM OF EXPECTED OUTCOMES <b>Teuta SHABANI, Suzana NIKODINOVSKA BANCOTOVSKA</b> .....	49
11. COMMUNICATION IN THE TEACHING PROCESS. INTERACTIVE NATURE OF COMMUNICATION <b>Valentina VASILEVA</b> .....	57
12. PHYSICAL ACTIVITY OF 3-4 YEARS OLD CHILDREN IN KINDERGARTEN <b>Filip SHABANSKI</b> .....	60
13. MACEDONIAN LANGUAGE IN SECONDARY EDUCATION <b>Liljana MAKARIJOVSKA, Zhaklina GJORGIJOSKA</b> .....	64
14. STUDENTS' ATTITUDES TOWARDS TEACHING GRAMMAR IN THE FOREIGN LANGUAGE CLASSROOM <b>Vesna KOCEVA, Marija TODOROVA</b> .....	69
15. FOREIGN LANGUAGE CLASSROOM ANXIETY <b>Marija TODOROVA, Vesna KOCEVA</b> .....	75
16. TEACHERS AS A FACTOR FOR THE DEVELOPMENT OF KEY COMPETENCE CULTURAL EXPRESSION AMONG STUDENTS <b>Svetlana PANDILOSKA GRNCHAROVSKA, Fadbi OSMANI, Gordana STANKOVSKA</b> .....	82
17. INTRODUCTION OF THE DUAL SYSTEM IN THE BULGARIAN VOCATIONAL EDUCATION – REALITY AND CHALLENGES <b>Svetlana NIKOLAEVA</b> .....	86

18. THE VALUES OF EDUCATIVE FUNCTION IN RELATION PARENT-SCHOOL <b>Ardita CEKA, Rabije MURATI</b> .....	89
19. ELECTRONIC VERSUS TRADITIONAL TEST FOR MATHEMATICS IN PRIMARY SCHOOLS <b>Katerina PANEVA</b> .....	93
20. THE SIGNIFICANCE OF LOCALLY DEVELOPED EDUCATIONAL SOFTWARE IN THE PROCESS OF SCHOOLS' COMPUTERIZATION <b>Olga SAMARDJIKJ JANKOVA</b> .....	99
21. THE ACTIVITY OF MUSICAL GAMES FOR CHILDREN <b>Mujeser ILJAZI</b> .....	105
22. THE PATIENT IN THE PROCESS OF LEARNING IN HIGHER MEDICAL SCHOOL <b>Silvia KYUCHUKOVA</b> .....	110
23. INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING MUSIC EDUCATION <b>Lence NASEV</b> .....	113
24. LEISURE TIME AND SPORT ACTIVITIES OF STUDENTS FROM THE FACULTY FOR PRESCHOOL AND PRIMARY SCHOOL EDUCATION AT SOFIA UNIVERSITY "ST. KLIMENT OHRIDSKI" – BULGARIA <b>Georgi IGNATOV</b> .....	116
25. PLACE OF LIVING AS A FACTOR IN ORGANIZING STUDENTS' LEISURE TIME <b>Despina SIVEVSKA, Biljana POPESKA</b> .....	122
26. METHODOICAL APPROACH TO LEARNING ABOUT THE HOLOCAUST BY THE MODEL OF YAD VASHEM SCHOOL <b>Zhivorad MILENKOVIC</b> .....	129
27. A HERMENEUTIC READING OF A POETIC LITERARY WORK DURING IMPLEMENTATION OF A LESSON <b>Milena RISTOVA-MIHAJLOVSKA</b> .....	136
28. SOME GUIDELINES FOR INTELLECTUAL PREPARATION DURING PHYSICAL CONTACT BETWEEN THE INSTRUMENT AND THE PIANIST <b>Angele MIHAJLOVSKI</b> .....	142
29. IMPLICATION OF EFFECTIVE SCHOOL MANAGEMENT FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS <b>Kristinka OVESNI, Emina HEBIB, Vera RADOVIĆ</b> .....	148
30. THEORIES, SOCIAL EXPERIENCES AND PRACTICE IN INTERCULTURAL PEDAGODY <b>Alina SZCZUREK-BORUTA</b> .....	157
31. TEACHERS' ASSESSMENTS OF CERTAIN CURRICULAR DETERMINANTS IN PRIMARY SCHOOL <b>Milan MATIJEVIĆ, Siniša OPIĆ, Goran LAPAT</b> .....	162
32. THE SOCIO-POLITICAL IMPACT OF THE NEW SCIENTIFIC AND EDUCATIONAL TRENDS IN ARCHAEOLOGY, HISTORY AND RELATED FIELDS <b>Ljuben TEVDOVSKI</b> .....	172
33. THE PRACTICE OF TAEKWONDO AS A PREDICTOR OF MOTOR ABILITIES <b>Ivan PRSKALO, Anamaria RADIĆ</b> .....	178
34. THE RELATION MOTIVE - TEACHING CONTENT IN STIMULATING COGNITIVE ABILITIES THROUGH ARTISTIC ACTIVITIES AT PRESCHOOL AGE <b>Maja RAUNIK KIRKOV</b> .....	182
35. CONTEMPORARY ADULT LITERACY MODELS <b>Elena RIZOVA, Zoran VELKOVSKI</b> .....	188

36. COMPARATIVE ANALYSIS OF PROGRAMS FOR PRE-SCHOOL EDUCATORS IN EUROPE <b>Kiril BARBAREEV, Alma TASEVSKA</b> .....	196
37. INCLUSIVE EDUCATION - ROLE OF THE TEACHER AND BENEFITS <b>Sonja PETROVSKA</b> .....	203
38. THEORETICAL APPROACHES TO MODERN INTERPRETATION OF PEDAGOGY OF PHYSICAL EDUCATION AND SPORTS <b>Eleonora MILEVA</b> .....	210
39. POSTMODERN CONCEPTS OF FOUCAULT'S EDUCATION AND ITS RELATIONSHIP WITH DISCIPLINE <b>Kushtrim AHMETI</b> .....	215
40. ECOLOGY – A NECESSARY FACTOR IN TEACHING METHODS FOR NATURE AND SOCIETY STUDIES FOR FORMING A RESPONSIBLE PERSON <b>Oliver CACKOV, Tatjana GREGOVA</b> .....	219
41. THE ISSUE OF RESPECTING THE DEVELOPMENTAL POSSIBILITIES AND ACTIVITY-PLANNING IN EARLY CHILDHOOD DEVELOPMENT <b>Alma TASEVSKA, Kiril BARBAREEV</b> .....	223
42. INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES INTO PRESCHOOL EDUCATION <b>Tatyana V. NIKULINA</b> .....	228
43. WHAT SHOULD MODERN SCHOOL LEARN <b>Snezana KIROVA, Dragana KUZMANOVSKA, Biljana IVANOVA</b> .....	233
44. EDUCATIONAL FUNCTION OF THE SCHOOL IN CONTEMPORARY SOCIETY <b>Emilija PETROVA GORGEVA, Mitko KOCEV</b> .....	238
45. SOME METHODS IN TEACHING PHYSICAL AND HEALTH EDUCATION <b>Marjan MALCEV</b> .....	243
46. REVIEW OF ADOLESCENT LITERATURE THROUGH COMPARATIVE ANALYSIS OF THE NOVELS "THE BLUE PATH OF LOVE" BY METODI MANEV AND "VOICE OF LOVE" FROM GROZDANA OLUJIC <b>Jovanka DENKOVA</b> .....	247
47. INTERPRETATION OF A LYRIC POEM IN IV AND V GRADE <b>Blaze KITANOV, Irena KITANOVA</b> .....	253
48. TRAINING EFFICIENCY OF CYCLISTS SPECIALIZED IN ROAD CYCLING <b>Ivan KOLEV</b> .....	258
49. PHYSICAL EDUCATION AND DIAGNOSTIC PROCEDURES <b>Veselina IVANOVA, Galena TERZIEVA</b> .....	262
50. PROTECTION OF IMMOVABLE CULTURAL HERITAGE THROUGH EDUCATING STUDENTS OF PRIMARY AND SECONDARY EDUCATION <b>Trajce NACEV, Dragan VESELINOV</b> .....	265
51. FORMATION OF TOLERANCE IN ADOLESCENTS <b>Valentina VASILEVA</b> .....	271
52. NEW EDUCATIONAL POLICIES AND THEIR REFLECTIONS ON SOCIAL DEVELOPMENTS <b>Daniela KOCEVA, Snezana MIRASCIEVA</b> .....	275
53. PRESENCE OF ENTREPRENEURSHIP IN PRIMARY EDUCATION IN MACEDONIA <b>Lulzim MEHMETI</b> .....	280
54. CONSONANT /J/ IN COLLOQUIAL SPEECH AND ITS IMPACT ON WRITING <b>Blaga PANEVA</b> .....	284
55. METHODOLOGICAL STRUCTURE OF A LESSON FOR INTERPRETATION OF A FAIRY TALE <b>Irena KITANOVA</b> .....	289

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56. THE INFLUENCE AND THE EFFECTIVENESS OF FORMATIVE ASSESSMENT AND THE FEEDBACK IN STUDENTS' SUCCESS AND ACHIEVEMENTS <b>Valdeta ZENUNI-IDRIZI</b> .....	294
57. AESTHETIC EDUCATION OF EDUCATORS AS A FUTURE CHALLENGE <b>Valentina PAJAZITI, Vlora MARKU-TUQI</b> .....	299
58. SOCIAL AND COMMUNICATIONAL-INTERACTIVE COMPETENCES OF TEACHERS AND STUDENTS IN EDUCATION <b>Florina SHEHU</b> .....	302
59. INFLUENCE OF MEDICINES ON THE COGNITIVE SKILLS OF CHILDREN WITH CHRONIC DISEASES <b>Elena IVANOVA BUYUKLIEVA</b> .....	308
60. THE SPIRITUAL ASPECT OF HUMAN DEVELOPMENT AND THE EDUCATION IN XXI CENTURY <b>Eleonora PENCHEVA</b> .....	312
61. RESEARCH IN TEACHING PRACTICE <b>Snezana JOVANOVA-MITKOVSKA</b> .....	316
62. HOW ARE PEACE AND TOLERANCE REPRESENTED IN HISTORY TEXTBOOKS FOR PRIMARY AND SECONDARY EDUCATION <b>Todor CEPREGANOV, Sonja NIKOLOVA</b> .....	324
63. ETHICS AS TEACHING <b>Trajce STOJANOV</b> .....	330
64. RISK ASSESSMENT OF HYGIENIC AIR QUALITY UPON PRESCHOOL CHILDREN'S HEALTH IN KINDERGARTEN "VERA CIRIVIRI TRENA" IN SHTIP <b>Snezana STAVREVA VESELINOVSKA</b> .....	335
65. ABOUT SOME EDUCATIONAL GOALS IN TEACHING-SOCIO-CULTURAL PROBLEM OR A CHALLENGE MODERN EDUCATION <b>Snezana MIRASCHIEVA, Emilija Petrova GJORGJEVA, Daniela KOCEVA</b> .....	339
66. ESCAPE FROM THE WAR –TIME IN THE UNCERTAINTIES OF LIFE TO REFUGEE IN BULGARIA. FUNDAMENTAL RIGHTS OF PERSONS SEEKING INTERNATIONAL PROTEKTION IN TERMS OF THE BUREAUCRATIC SYSTEM IN BULGARIA <b>Pavlin PETROV</b> .....	344
67. HIGHER EDUCATION IN THE PERIOD OF TRANSITION <b>Verica JOSIMOVSKA</b> .....	353
68. RESEARCH OF THE CONFLICT ZONES IN THE SYSTEM OF INTERPERSONAL RELATIONSHIPS OF THE CHILD BY THE METHODOLOGY OF RENE GILLE <b>Julia DONCHEVA</b> .....	356
69. CLASSROOM SOCIAL CLIMATE <b>Despina SIVEVSKA</b> .....	360
70. COMPATIBILITY OF PRESCHOOL AND PRIMARY SCHOOLA IN R. MACEDONIA <b>Snezana JOVANOVA-MITKOVSKA, Biljana POPESKA</b> .....	366
71. THE IMPORTANCE OF THE CAREER CONSELING PROCESS <b>Tanja ATANASOSKA, Biljana CVETKOVA DIMOV, Ana GJORGJEVA</b> .....	376
72. ROLE OF MANAGEMENT IN IMPLEMENTING EDUCATION INCLUSIVE POLICIES <b>Sadete TERNAVA-OSMANI, Voglushe KURTESHI</b> .....	380
73. WHICH FACTORS ACCORDING TO THE PARENTS AFFECT THE EDUCATION OF CHILDREN <b>Voglushe KURTESHI</b> .....	385

---

74. THE PHILOSOPHICAL PARADIGM OF SIGMUND FREUD <b>Slobodan MARKOVIC</b> .....	370
75. EDUCATIONAL NEEDS AND ACHIEVEMENTS OF ROMA CHILDREN AND OTHER CHILDREN FROM MARGINAL ETHNIC GROUP IN RM <b>Stevan ALEKSOVSKI</b> .....	377
76. COMMUNICATIVE-PEDAGOGICAL FEATURES OF COMMUNICATION IN THE EDUCATIONAL PROCESS-COMMUNICATIVE COMPETENCE <b>Biljana GRAMATKOVSKI, Jasminka KOCHOSKA</b> .....	387

## THE ROLE OF BUSINESS SCHOOL IN THE POST-GRADUATE EDUCATIONAL SYSTEM

Nikita RAVOCHKIN <sup>1</sup>

### Abstract

*Highly qualified personnel capable of quickly and adequately responding to changes in the external environment, is the key to success of any business entity, and therefore of the entire economy. This fact causes the particular relevance of post-graduate education in the need for economic development and the pursuit of globalization. Worldwide training in business management is conducted through high-end system business schools created at the world's largest universities. Business school training is one of the diverse areas of postgraduate education. In the Russian Federation, within the concept of lifelong education, the emphasis is on the fact that every citizen in an effort to meet the needs of society should be focused on continuing education even after graduating from high school. In this context, there is higher vocational education - a system of training for people who already have higher education, focused on the expansion of knowledge in a particular area or for the acquisition of additional specific knowledge. Postgraduate education is an integral part of the Bologna process and another area of postgraduate education is the degree of candidate or doctor of sciences.*

**Keywords:** *business school, post-graduate education, globalization, management, MBA.*

Theoretical and methodological aspects of the development of postgraduate education are considered by the works of such researchers as S.P. Shevchuk, O.K. Rudenko, E.V. Zubkova, L.I. Evenko, Y.M. Schwalb, Laym Faey and others.

However, with such considerable attention from researchers to the problems of post-graduate education, the issues of importance and prospects of business schools in the system of postgraduate education considered insufficient detail. It is about the importance and significance of business schools for the development of the Russian economy will be devoted to art.

Development of business education as a necessity for economic development and adaptation to the challenges of globalization. It is important to note that with the development of business has increased the demand for entrepreneurs and managers in the labor market, which causes the development of special education.

Competition in the labor market determines the need to establish a system of continuous updating of knowledge, skills and competencies for existing professionals. It is this demand creates supply, in the form of business schools. Business education is primarily aimed at preparing graduates with a qualification degree of Master of Business Administration (MBA), implies the ability to perform the duties of senior and middle management, i.e. to manage the business.

The first experience of business schools in Russia was obtained in 1988 with the creation of the Moscow International Higher Business School (MIRBIS), in the framework of interstate cooperation between the USSR and Italy. However, the history of business education in Russia began in the late 19th century, when there was an objective need management training for industry and trade.

After the transition to a market economy, business education has developed quite actively, practically all major economic universities were established business schools with the ability to assign qualified MBA. Today in Russia is represented by 112 business schools.

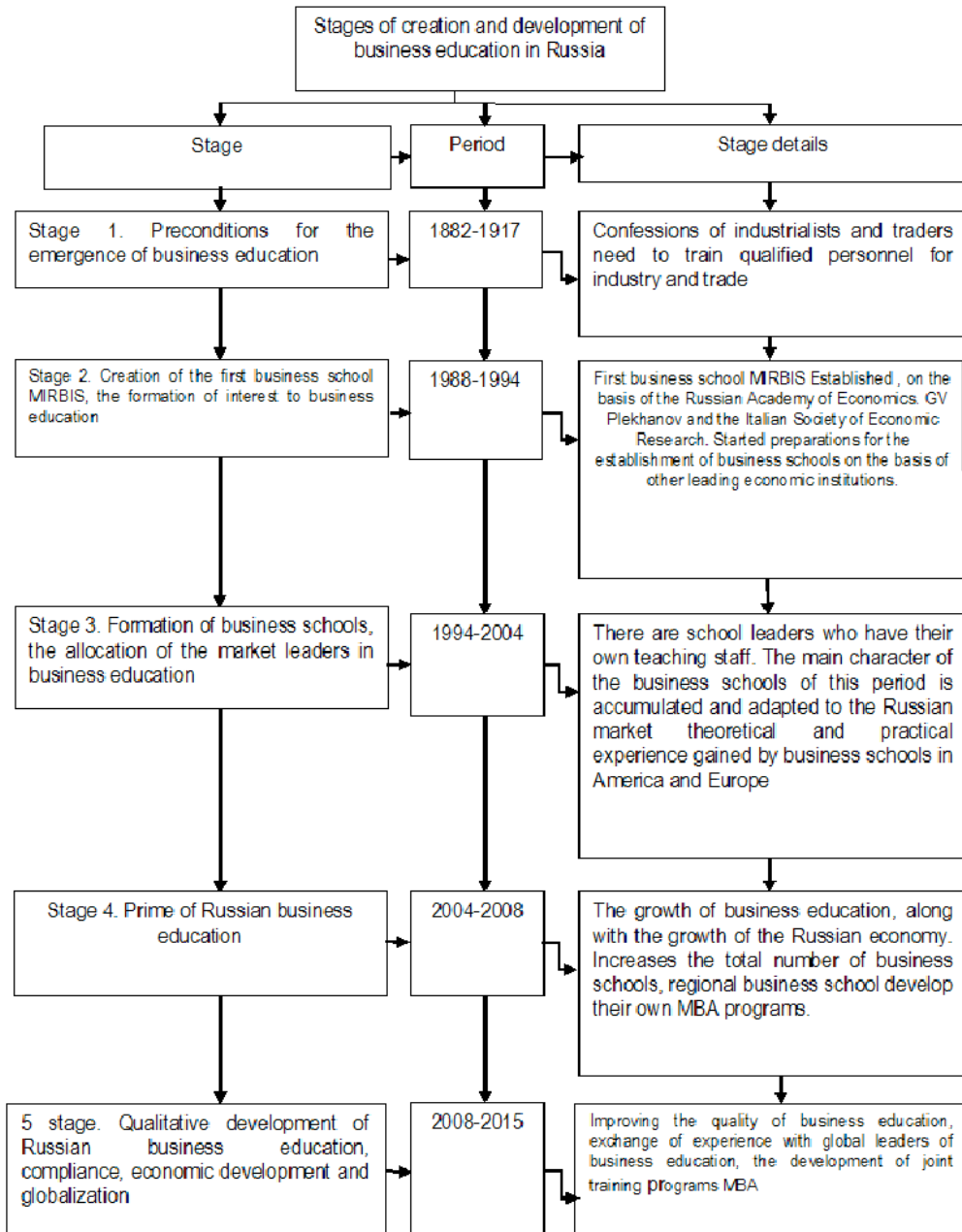
We consider in more detail the stages of creation and development of business education in Russia, this process is expedient illustrated by the Figure 1.

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Despite a rather long history of business education, it can be argued that only since the mid-2000s formed a modern structure of business schools, and the development and achievement of world requirements and continues to this day.

Consideration of the nature and characteristics of the business school. Preparation of professional managers has distinct characteristics, since, on the one hand, it is more focused on practical skills, on the other hand - it is much more than an element of creativity, personal responsibility for the decisions management decisions, share life experiences.

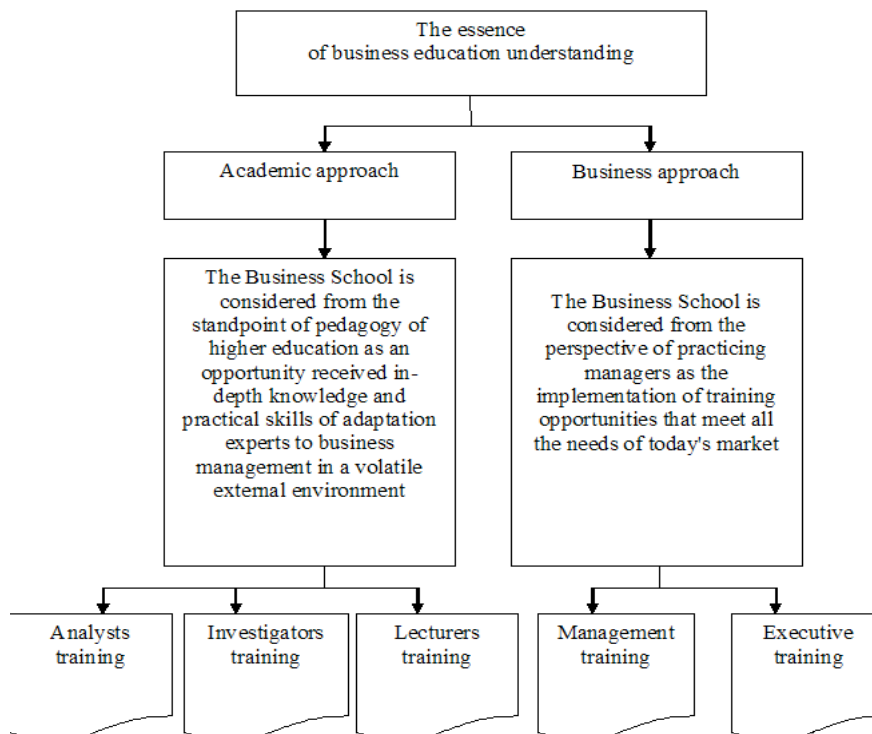


**Figure 1. Steps in the creation and development of business education in Russian Russia, a positive experience training economists in higher business education.**

At the same time passing socio-economic processes and development organizations in various industries necessitate constantly make adjustments in the training for managers in both theoretical and applied components. The entry of Russian education in European educational field, the use of market mechanisms to the employment of graduates of higher education institutions led to the need for specialists with integrated specialties, including economists-managers. That is, it is clear that changes in society, economy, higher education, the political system more complex the need to modernize vocational and human resources.

It is known that every year in developed countries receive MBA from tens of thousands of people. Perhaps this is one of the effective factors of effective management in business and prosperity of the economy and, consequently, high standard of living, which is not the standard of living of the Russian population, which reaches up to international standards. In addition, the theoretical analysis of the scientific literature on management in developed countries suggests that the concept of "management" is often academics and practitioners identified with the concept of "business". Management is defined as activities aimed at making a profit through the creation and implementation of a particular product or service. Since the yield - the main goal of any company, institution or organization, the term "management" is common to all these types of organizations, inseparable from them. Similarly, this also applies to categories such as management education and business education.

Accordingly, management training can not to the extent as "purely professional", based on the templates (we do not give this concept a negative value - teaching relies heavily on templates to reproduce existing structures of logical and practical procedures). Sometimes referred to the specificity of management training absolutise, arguing that management is an art, not a science. This is not entirely accurate. In management there and scientific elements and therefore can talk about education in the field of management (or business education). Figure 2 provides an overview of vocational education in business management from the academic and business positions.



**Figure 2. General scheme of vocational training in business management from the academic and business positions**



Next, consider the detailed approach given in modern domestic and foreign literature to understand the essence of the concept of the business school. As well as different views on the essence of this concept in the Russian sources and researchers from abroad. Detail these views are shown in Table 1.

**Table 1. Generalization Business School essence**

Author	Definition	Keywords
S.P. Shevchuk	Business school is a structural unit of major universities, dedicated to providing educational services to train specialists in the business environment	organization, business environment
O.K Rudenko.	Business School is an organization that offers education in business management	organization, business management
E.V. Zubkova	Business School is a school for practicing and future managers who want to do business in a professional manner. On the structure of business schools are rarely independent autonomous units, most of these institutions are based on the basis of a large existing university or other higher education institution.	institution on the basis of a major university
L.I. Evenko	Business School is a specialized institution for training of persons engaged in entrepreneurial activities; usually centers at renowned universities	school, business activity
Laym Faey	Business School is an educational institution providing regular education in the field of business and management, and generally operate on a commercial basis	educational institution, business, management
Y.M. Schwalb	Business School is an educational institution offering an MBA qualification persons who already have a higher education	educational institution, MBA

According to Table 1, we can conclude that most researchers have focused precisely on the organizational form of a business school, but did not pay enough attention to the very nature of the process and the training and development of their competences of those who will in the future is highly efficient to run the business. These competencies are confirmed MBA diploma.

Business School today should be seen as a strategic factor in the survival of civilization in the face of the deteriorating global problems. Fundamentally important initial concepts are reflected in their definitions. The concept of "management education" within business schools interpreted as sufficient, consistent and predictable formation of a new generation of specialists in the field of management, capable of working efficiently on the new socio-economic conditions. Its main purpose - to ensure that the future leaders of such qualities that reflect the needs and culture of the country, determine the effectiveness of their professional activities in the specific context of development. It's not just knowledge and skills, although they play a significant role in the professionalization of management. It is also a culture and capacity of self-development, and the development of creative abilities, and attitudes of morality, devotion to universal values - that is, full of the personality traits that make the professional activity in the public good. And most importantly - the ability to make sound and informed management decisions, take responsibility for them. Also important is the psychological characteristics such as resistance to stress, communication skills, and commitment. Business education should help people perform the tasks to which they were not prepared initially; prepare them for the non-linear flow career to work in a team, the independent use of information; develop their abilities, and, finally, to the harsh realities of practical life.

On this basis the author proposes his own definition of the business school, which will take into account the strategic importance of this kind of postgraduate education for the domestic and global economy.

So, the business school - is a system of postgraduate education aimed at developing students persistent skills and competencies of business management in conditions of instability of the environment, confirmed the assignment of qualification level of IBA, in order to prepare competitive in the labor market middle and senior managers.

This definition allows to take into account not only the organizational component of the business school, but also focuses on the results of the qualitative characteristics of obtaining business education and competence of graduates.

Conclusion. So, Russia is extremely important problem of development of business education in the structure of postgraduate education, which focuses on the needs of the individual, society and the state. The criteria for the quality of such education should be effective and create added value. Formation and development of business in Russia is largely dependent on the quality level of business education and the effectiveness of its impact on the economy. Improvement of business education in Russia is quite complicated and lengthy process. Socio-economic conditions of today require managers, in addition to professional knowledge and skills, business skills solutions atypical problems, economic way of thinking, leadership and entrepreneurship.

Formulated the definition of the business school role meets the needs of a modern economy and the challenges of globalization. The author proposes to define business school not as a school or organizational component, and as a system of postgraduate education, aimed at training highly qualified specialists.

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