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Specifying the Concept "Theory of Education Management Process" at the Level of Intramural Quality Management

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Abstract The paper presents original methodology of the concept "theory of education management process". The benchmark of the concept is innovation. The article covers the scope of the concept "theory of education management process" of an innovative character. The authors define the concepts "innovation", "innovative process", "innovative management", "modernization" as part of the given research. The concept "theory of education management process" under conditions of modernization is presented by a set of interconnected components-processes characterized by the strategy of modern education development. Theory of education management process is presented as an analog model of certain strategies/tactics of modern education development. Theory of education management process can be considered methodological premises for conceptual model of intramural quality management in higher educational establishments. The research provides the logic matrix of conceptual model of management in higher school, reflecting strategic approach to quality in education. The authors give an outline to the system of principles adjusting functioning of quality management model in modern higher educational establishments of Russia.

Keywords: *theory of education management process, intramural quality management, process approach*

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1. Introduction

The authors expand on the methodology of the concept "theory of education management process" including such aspects as: feasibility, main content features and application exemplified by quality management at intramural level.

Development of the theory of education management process is proved relevant and timely as it is characterized, first of all, by an innovative character. Innovation is considered as a result of the process.

Theory of education management process under modernization conditions is presented in the research by a complex of interconnected components-processes. Their content is derived from the strategy of modern education development.

Theory of education management process can be described as an analog model of strategies/tactics of education development, being methodological premises for conceptual model of intramural quality management.

Purposes of the research:

1. To provide methodological characteristics of the theory of education management process.
2. To give an account of conceptualized models of intramural quality management in education.
3. To define the system of principles which adjust functioning of intramural quality management based on combination of education development logic and logic of economic reality development.

2. Background of the Concept "Theory of Education Management Process"

Management of education in modern conditions should be focused on result. Final result of an educational system is a kind of personality of an individual, capable to provide competitiveness of national economy, high level of spiritual culture of the society, development of high technologies. The problems of educational resources management that arise as part of modernization in education make it relevant to work out the theory of education management process. The main distinctive feature of this theory is its innovative character.

Topical character of the research into the issues of pedagogical innovative studies makes it necessary to reveal the effects of introducing innovations. The problem

is that the effect from introducing innovations in education doesn't come to light immediately; sometimes it takes quite a long time to be seen. However, orientation on innovative processes in education will provide certain result as an output of educational process - improving quality of education and professional training. It will prepare staff members capable to provide steady improvement of life quality.

The process can be called innovative if the idea consequently leads up to the stage of its practical use, causing certain changes connected with it in socially-pedagogical environment. Thus, reality providing realization of an innovation and forming control system over this process is considered to be innovative [1].

V.S. Lazarev suggests considering innovative process as well as conditions, ways and results of its realization to be an object of pedagogical innovation studies. In this respect, the subject is dependence between efficiency of innovative processes and factors, determining it as ways to influence these factors aimed at increase of changes efficiency [2].

A.V. Khutorskoy believes the process of occurrence, formation and development of innovations in educating pupils leading to progressive changes of quality of their education to be an object of pedagogical innovation studies [3]. Set of pedagogical conditions, means and laws connected with formation, introduction and development of pedagogical innovations in an educational reality can be considered as its subject. By educational reality the author means the system of attitudes arising in innovative educational activity aimed at developing personalities of the educational process participants.

We strongly believe that using pedagogical innovation studies as methodological background for designing development strategy of modern education is quite reasonable. Meanwhile, making innovation studies a new scientific area has no prospects, due to, firstly, synergetic character of innovations, and secondly, the fact that innovations in education can cause both positive and negative effects.

However, estimation of innovations introduced into an educational system can be correlated with describing the planned result and grounding conditions necessary for its achievement. In this respect, use of foresight methodology can be quite useful. This methodology consists in generalization of the existing isolated expert provisions. It enables to define the most possible strategy of scientific and technological progress. Education, considered as foresight subject, assumes a complex structure of decision-making processes where various groups of population are involved.

The approach to view prospects of development as challenges to be met [5] is of special importance for education. Challenges and possible responses to them should determine content of innovative processes in education. Education may take part in producing innovations only in case some features of modern innovative economy are adapted for the sphere of education. Such features include:

- Maximum flexibility and nonlinearity of organizational forms of production and social sphere;
- Including the processes of knowledge gain and update into all industrial and public processes;
- Talent, creativity and initiative of a personal should be major resources for economic and social development;
- Continuous, as a rule, unpredictable changes of technologies (including social) within short time periods;
- Changes in social positioning backgrounds: from material capital and once mastered trade to social capital and ability for adaptation;
- Two innovative contours. The first contour is connected with creating and promoting innovations, the second - with their selection and development [4].

The above mentioned features put forward certain requirements to the results of education. They include demand for mass character of creative competences acquisition, determining focus of teaching on individualization, recognition of high value of talent, organization of lifetime education.

Thus, innovation is the result of a process. P.F. Drucker mentions seven sources of innovations: the unexpected, incongruities, process need, changes in the industry or market structure, demographic changes, changes in public perceptions and values, and new (both scientific and unscientific) knowledge. At the same time, P.F. Drucker, recognizing scientific development as one of the sources of innovations, emphasizes that new knowledge, especially new scientific knowledge, is not the most reliable and predicted source of successful innovations [5].

Some attributes of innovations include identifying the need of a potential consumer of the given innovation and a technology (method, way) to meet this need. Meanwhile, needs bring into focus an idea which should be of practical character. That means possess result reproducibility. It is the science that provides result reproducibility; it provides gaining new knowledge and success of introducing innovations into practice.

Thus, innovative process begins when scientific analysis of an innovator (the first party) has confirmed reproducibility of a new result aimed at meeting the identified need of the second party [6].

The term "innovation" was coined by Joseph Schumpeter who defined it as commercialization of new knowledge or application of new combinations of limited resources in manufacture, based on: 1) applying new materials and components; 2) implementing new processes; 3) creating new markets; 4) introducing new organizational forms [7]. It is obvious that any of the four forms listed above should be supported by new knowledge.

Knowledge and innovations are interconnected, thus, making administrative decisions a mediating part. It is good management that creates an opportunity to apply new knowledge, to put it into practice. Practical usage is a characteristic feature of innovations essence. In order to estimate degree of readiness of the countries for transition to economy of knowledge, the World Bank offers Knowledge Economy Index which is calculated using an average number of the four aggregated arithmetic indexes: economic stimulation and institutional mode, education and human capital, innovative system and information and communication technologies. Education, in this respect, arises as the basic sector of knowledge economy.

The problem of innovative development management determines innovative activity and shapes demand for innovation as a product. Innovative management is intended to solve the problem of transforming abstract

theoretical development into economically successful project that will make profits.

Innovative management is considered in terms of cognitive modeling. Process of innovative research, in this case, is connected with having by an expert some cogitative model which is characterized by a changeable condition and constantly varies during cognition process [8].

Any idea arising in the mind of an engineer or a manager is, in fact, a kind of fluctuation. As the results of some researches show [9], occurrence of any idea of technological and technical changes spring from creative attitude to work of the personnel of the organization participating in business process.

So, knowledge and innovations, mediated by administrative decisions, act as integration terminological complex describing research of education development management under conditions of its modernization.

2.1. Authors' Original Methodology of "Theory of Education Management Process" under Conditions of Modernization

Modernization is the process of educational system transformation. It means that the problem of elaborating process characteristics of management in education becomes relevant.

We understand the process as a kind of activity using certain resources that is specially managed with the purpose of transformation of an object/subject from the outside (considered as an input) leading to its transformation (seen as an output).

The theory of managerial process in education under conditions of modernization can be seen as a set of interconnected components - processes substantially characterized by modern education development strategy. Methodological characteristics of the theory include orientation to development of strategic innovative-educational sector of Russian economy.

Set of the interconnected components-processes is presented by: management of education development; management of institutionally-organized educational systems; management of modernization risks. Each of the above mentioned components-processes can be decomposed to a number of the interconnected sub-systems, aimed at reaching definite results. The range of sub-processes is variable, dynamic and includes relevant directions describing modernizing transformations in education. The result received as an output leads to subsequent choice of sub-processes (and basic process) at an input stage.

The process output, or in other words, its result, can be considered as a criterion, a parameter of management efficiency.

We'd like to note that output of sub-processes can become a closing stage. In this case, the objective in view is reached; the result corresponds to the purpose. Modernization initiatives in modern educational system make it necessity to develop a complex of sub-processes with precisely stated, closing output. It will enable to solve strategic problems of education development stage by stage.

Problem statement in terms of the process approach allows: to make the "shift" to precisely set purpose dynamic; to decompose the processes into sub-processes, while allocating tactical ones, i.e. assuming achievement of the final result, and strategic ones, which output will be an intermediate result, and as consequence, an input of the following process; to generate and distribute the resources necessary for realization of components-processes and sub-processes.

At the level of theoretical forecast, that is, defining a complex of components-processes, it is necessary to state the degree of participation of the state, society and business. Sub-processes of strategic and tactical levels demand an owner and a head. In other words, the owner is the official who is responsible for productivity and efficiency. The head exerts current control over performance of certain sub-processes.

Thus, theory of management process is an analog model of strategies/tactics of education development. The theory has the following features: system-synergetic organization, conceptualization and adaptability.

Conceptualization that is allocating system-forming elements of the theory - basic concepts - provides model integrity. Dynamics of modern society development gives an opportunity to supplement multidimensional modeling by the process theory level. In this case, the theory, considered as an analog model, enables to integrate vectors of methodological concept construct becoming a systematizing element of the theory and practice. Theoretical construct of management in education is treated as an ideal model which is substantially concretized in view of organizational levels of an educational system.

2.2. Theory of Education Management Process as Methodology for Intramural Quality Management

Basing on the analysis of the literature on the issue under study, we find it possible to introduce the theory of education management process that can be considered as conceptual model for intramural quality management in establishments of higher education.

Regulatory frameworks of the conceptual model of quality management in modern higher school are based on the following laws of the Russian Federation: "Education Act", "Higher and Post-graduate Professional Education Act", "State Educational Standard", norms and principles which have been developed in educational establishments of higher education as well as norms and requirements of prognostics character. Purposes of education quality control system can be, in their turn, decomposed into general and specific objectives, reflecting strategic approach to constant perfection of quality known in the theory of quality management referred to as Kaizen (continuous improvement). We'd like to explain that Kaizen is the philosophical system directly aimed at increase of innovative potential and aspiration to innovations, supported by harmony and good balance of the processes of changes. The overall aim is focus on creating optimum conditions for keeping the necessary level of good quality of professional training for future experts.

Among specific objectives, which can be further specified as practical tasks, we'd like to mention the following ones:

- Creating adaptive educational space;
- Designing education content taking into account universal and national values;
- Creating multilevel multifunctional programs;
- Maintaining a choice of levels and quality of education equally accessible for each person;
- Fundamental character of content-semantic system of knowledge;
- Improvement of general pedagogical and certain subject-connected teachers' skills;
- Focus of future experts on encouraging activity based on understanding the importance of professional training;
- Developing ability for self-management (self-development, self-education and self-realization) in participants of educational process.

The projected model of quality control system is represented by management model typical of educational establishments of higher education. It corresponds to TQM ideology which does not separate quality control system from the general control system of the organization.

Functioning of intramural quality management model is adjusted to the system of principles presented at different levels: general scientific, strategic, practice-focused, tactical, more specifically scientific and factorial.

The subsystem of principles of general scientific character is based on methodology of the system approach applied to intramural quality management and put into practice through the allocated subsystem of principles. They include the following ones: integrated unity, result orientation, multi-level character, and controllability.

According to the principle of integrated unity, control system of quality is considered as complete formation which components exist only owing to existence of the whole. Phenomenon "quality" exists only as that whole.

Result orientation principle makes it necessary to take into consideration system-forming factors, namely, main and functional objectives. These objectives mean the results to be reached, i.e. good quality in education.

Multi-level principle characterizes quality control system in the higher school as a subsystem of meta-educational system.

Controllability principle makes it possible to consider system effectiveness of quality management from the positions of objective laws and optimum control and self-management.

The subsystem of the principles providing strategic level is based on synergetic approach methodology, characterized by prevalence of intra-system connections between components of educational establishment over external influences on them. Thus, the most effective method of management is management through self-organization mechanisms. Synergetic approach methodology enables us to single out the subsystem of quality management principles, including the following ones: principle of managing parameters performance; bifurcation principle; principle of self-organization; irreversibility principle; principle of taking into account management by small influences; principle of differentiation while influencing.

Principle of managing parameters performance provides an opportunity to transform educational system from its current condition into a qualitatively new one, changing final number of parameters.

Bifurcation principle means that when managing parameters reach certain values, behavior of educational system varies in an uneven way, passes through an unstable condition and has changeable character.

Principle of self-organization – presupposes transition from disorder, chaotic condition to a qualitatively new, well-ordered one; it is the feature of an educational system itself and is determined by the mechanism of self-management.

Irreversibility principle. Any outbreaks in an educational system, caused by operating influences, fade, having fixed in steady forms. Thus, there occurs transformation of influencing energy into the energy of structural connections. Irreversibility of this transformation means irreversibility of administrative influences.

Principle of management by small influences. Acting jointly, separate factors, processes and subsystems of educational system render mutual influence on each other. Such influence can change character of influence dramatically. As a result, collective influence of several factors (internal or external) is always far from their simple addition. Combination of weak forces can lead to their superiority over stronger ones that determine character of management by small influences.

Principle of differentiation at resistance. The same influences on educational system cause various forces and effects, depending on the degree of resistance to these influences. Hence, depending on a situation, operating influences lead to a wide range of consequences from radical transformation of the system up to minor alterations that take place at the level of separate substructures.

The subsystem of principles providing practice-focused level of quality management is based on the concept of General Quality Management and includes the ones that follow:

- Principle of openness assuming views about higher school as an open system, positively cooperating with an environment;
- Principle of advancing development focused on priority of innovative activity of higher educational establishments;
- Principle of the processes perfection, defining the strategy of positive change as basic one.

The subsystem of principles, referred to tactical level of quality management, is based on anthropological approach and includes the following issues:

- Principle of ecological compatibility assuming meeting ethical standards and requirements, providing soft and humane influence on subjects of an educational system;
- Principle of taking into account unique features of personal identity, determining prospects of person development and social integrity of higher educational institution as a whole;
- Creativity principle that means priority of creative, research activity of subjects of educational process.

Subsystem of quality management principles based on cultural, personal, pragmatist, activity and hermeneutic approaches dementalizes level of pedagogical knowledge. Basic principles include the following:

- Principle of pedagogical process being oriented at the unique personality of a student, demanding to create certain conditions for self-development of inner resources and creative potential of respondents in educational space of higher school;
- Principle of dialogue that means finding of humanistic content during dialogue and creative interaction with all participants of pedagogical process, focused on development of professional, social and humane personal competences;
- Principle of appealing to a student through the culture, considering phenomenon of culture as determinative for development of personal and professional qualities;
- Principle of relevant culture components, determining the content and process side of education from the point of view of its value and sense, i.e. humanitarian essence;
- Principle of hermeneutic development of culture meanings, that is, acquiring values and notions as a result of involvement into a comprehended subject by the person; we mean that understanding is based on completeness of explanation.

Creating quality control system in modern establishment of higher education demands the consecutive solution of the following tasks:

- To define and state the objectives in the field of education;
- To reveal requirements of labor market and potential employers;
- To establish basic complex of processes as an open model;
- To develop and adapt management methods to the processes, providing functioning and development of university;
- To provide documentary record of quality management system;
- To arrange monitoring processes, carry out internal audit.

Process approach was stated in ISO Standard 9000 - 1994, and began to be put into practice as soon as ISO Standards 9000 dated 2000 was introduced. Thus, the process model of quality determined by standards and GOSTs (Russian State Standards) means that higher education should meet the needs of consumers and labor market by means of management of processes. The following groups of processes can be allocated referring to activity of modern establishments of higher education: basic (key) processes of quality management and supporting ones. Result of basic processes is training of well-prepared experts (or rendering high quality services). Result of quality management processes is increase of productivity of basic supporting processes. Supporting processes result in creation of necessary conditions for realization of the basic processes. Structure outline and decomposition of the allocated groups of processes enables to construct distribution matrix of powers and responsibility of quality management system (QMS), to state owners (proprietors), heads and participants of the processes and sub-processes providing functioning and development of institutions. QMS paper support includes the following documents:

- Policy and objectives in the field of quality;
- Manual on quality;
- Procedures of processes of quality management system description.

Basic characteristic features of quality management system are:

1. Transparency. The system of quality management influences transparency of the organization in respect to its organizational structure, processes and functions as organizational structure, processes and functions of the organization are developed and specified while creating procedures which are considered algorithm for certain activity connected with quality.

2. Controllability. It is necessary to note that while creating quality management system one should precisely differentiate responsibilities and powers for procedures that will allow improving institution controllability.

3. Development. Quality management system provides development of the following kind: improving staff competence; involving institution personnel into development processes and introduction quality management; improving relationships with suppliers and consumers due to better quality of education and experts' preparation.

Quality structure model suggested by N. Kano [10] can be viewed as parametrical criterion of quality. This model includes three profile structures: basic, desirable and demanded quality

Basic quality profile is a set of those quality parameters of a product or service which consumer considers obligatory, takes for granted. Basic parameters of quality do not mean high value of a product or service in consumer's opinion but lack of them can cause negative reaction.

Demanded quality profile is a set of quality parameters presenting technical and functional characteristics of a product or service. They, as a rule, are estimated directly by a consumer and first of all influence high value of a product in his/her eyes. Demanded parameters of quality are usually advertised and guaranteed by the manufacturer. Satisfaction of the consumer increases when quality is better than a product or service quality parameters that were expected.

Desirable quality profile is a group of parameters presenting unexpectedly high value of services offered to the consumer that he/she could only dream of, without even thinking of their practical realization. At the same time, if manufacturer takes into account this quality profile in the created product or service, it can be an indicator of his potential opportunity to introduce innovations and create favorable conditions for significant breakthrough on the market and leaving possible competitors behind.

Special feature of desirable parameters of quality is that consumers should not think them out themselves; as a rule, they do not demand them but highly estimate in a product or service offered.

It is obvious that quality parameters (profiles) should be structured according to the groups of consumers of educational services, namely students, potential employers, state, society, internal consumers (faculty and personnel). Specifying requirements of various groups of consumers allows generating general normative purpose, to define the main priorities of educational establishment development.

The algorithm of general corporate purpose expansion can be presented in the form of structure of purposes

basing on the use of the cause and effect diagram, general principle of its construction being suggested by K. Ishikawa [11]. This tool from TQM arsenal enables to reveal relations between quality parameters in education and the factors influencing them.

Construction of the cause and effect diagram makes it considerably easier to solve the problem of goal-setting in higher educational establishments as it allows:

1. To reveal and systematize all the factors influencing parameters of quality of education, set by the general corporate purpose of a higher educational establishment.
2. To analyze all the factors influencing quality of education and to highlight the most significant ones.
3. To expand general corporate purpose into hierarchical structure of the purposes.
4. To set short-term objectives this should be reached first of all according to major factors influencing quality of education.

Quality management system is aimed at solving problems of higher educational establishments' competitiveness. Components of competitiveness of higher school work as reference points of development, assuming decomposition level determined by long-term and short-term programs. Competitiveness is a key factor, encouraging pedagogical staff of higher educational establishments on innovative search and constant development.

Thus, quality can be considered as the universal methodological background for higher educational establishments' development, meanwhile making development of some major scientific problems subjects for further perspective studies. Among them are the following ones:

- Developing variable-based matrixes models of educational factors considering quantitative and qualitative (including processual ones) features as the tool of parametrical decomposition of quality in education on institutional level;
- Developing pedagogical technologies bringing into focus self-training of students as part of their professional education;
- Developing varitype models of training process organization higher educational establishments, providing students with freedom to choose individual educational trajectory determined by individual curriculum.

2.3. Special Features of Arranging Professional Training for Experts in Terms of Quality Strategy in Education

Integration processes can be referred to as key characteristic features of the present stage of the system of professional training development. They reflect interaction processes between professional training and industrial sphere. This issue brings into focus, in particular, use of dual system of professional training.

Dual system of professional training is understood as an innovative type of vocational training organization. It assumes coordinated interaction between educational and industrial spheres while preparing experts of certain trade. This system is based on the unity of three methodological issues: axiological (humanistic and technological values and purposes being of highest priority), ontological (competence-based approach), technological (mastering professional work, system of social and professional relations) [12].

The system of dual preparation provides quality of professional training and retraining of experts being an element making the matrix of state-private partnership. It is necessary to note, though, that higher educational establishments should get constant, steady and effective feedback from employers including representatives of business-community, being quite numerous and non-uniform, in order to develop all required competences in trainees. It doesn't seem easy to create the system of feedback, taking into account real variety of public relations and discrepancy of group interests existing between sphere of work, sphere of education and state regulations. Influenced by factors of economy innovative development, the network of feedback channels is decentralized and rather dynamic. The problem is to make objective subjective requirements from separate companies as well as keep balance of interests within the whole community.

The problem of business-communities becomes urgent, that is, the problem of creating associations of employers as organized business-community. Such community is sure to have much more opportunities to accumulate, systematize and analyze the best practice as well as to make impact on educational processes.

The partnership of business and higher educational institutions enables to generate the environment of corporate education, integrating scientific, intellectual, informational, material, technical and staff potential of higher educational establishments and production or designing corporations.

Corporate education presupposes inviting heads of the leading profile organizations, enterprises and establishments to take part in teaching processes.

In its turn, leading enterprises of branch industries should arrange in-company training for teachers of faculties preparing graduates. Such procedure can be referred to as corporate faculty which can, on the one hand, provide basic education for students and, on the other hand, arrange in-company training of workers and experts, integrating advantages of traditional and corporate types of education.

Many aspects of changes that take place nowadays in corporate professional training can be projected to the area of traditional education at university. For example, individual curricula and programs can be used for designing individual educational trajectories for students.

Nowadays practically each methodical service of educational structure of the company creates bank of academic courseware and teaching materials (electronic manuals, films, guides, instructions, collections of tasks and exercises, reference books, etc.). Teaching and learning materials (manuals, workbooks, teaching aids, diagnostic materials, etc.) is some kind of didactic coin box which in many respects determines success of corporate training, its results, and cost price of training, as well as expenses and possibility to use them in traditional educational process.

Automated training systems (ATS) are modern means of individual corporate training which alongside with electronic textbooks, computer simulators, complete sets of distant training, role, innovative, business and organizational games make up didactic basis of corporate

training and, in our opinion, can be successfully used in traditional professional training.

However, we'd like to note that corporate education solves a number of problems which are peculiar only to it. For example, graduate trainee schemes in the company, in other words training programs for young experts-graduates. The basic purpose of such courses is to reduce adaptation period and prepare a new-comer for work in a certain organization.

Among the basic drawbacks of experts' preparation in higher educational institutions in Russia, we'd like to note the following ones: out-of-date theoretical knowledge; isolation of theoretical knowledge from practical skills necessary for work; poor use of active forms of teaching (case-study, business games, analytical researches, role-plays, etc.). Educational systems, where distant electronic technologies are used, have even more problems because they are unable to implement these technologies into practical activity. It is necessary to teach both teaching staff and students to do it efficiently. Participation of higher educational establishments' teachers in corporate education enables to improve their teaching qualification by means of gaining practical knowledge and making familiar with real work situations, as well as by applying active forms of teaching.

On the other hand, participation of higher educational establishments teaching staff in corporate education is favorable for companies too. Teachers of prestigious higher educational institutions, working in corporate education, can involve the most capable students to do scientific research work to the benefit of these corporate educational structures. Students solve practical tasks of professional relevance as part of their learning in higher school by means of yearly and degree papers on subjects necessary for the companies. In future, they can be employed by these companies as highly skilled staff. Besides, higher school teachers, after small expenses on mastering active methods and forms of teaching, can become teachers of corporate educational structures [13].

Innovative findings lead to occurrence of new institutional forms, providing constant updating of state-private partnership matrix model.

Thus, integration of higher educational establishments and business in the sphere of science and innovations can be reached in the form of joint research projects, focused on further introduction of the applied studies, joint innovative or infrastructural activity.

Introduction of innovations assumes use of methodology based on integration of strategic and innovative management, qualitatively new approach to management of higher educational establishments, based on principles of strategic management and innovative development at corporate level. Innovative process today is considered as one of strategic processes of the organization and, at the same time, as prominent aspect of enterprise activity.

Entrepreneurial activity is understood as ability of the enterprise to estimate and make innovative potential active in due time.

So, the term "entrepreneurial", used in relation to organizations, defines management style and type of connections established in the organization. It means entrepreneurial spirit, initiative in development and introduction of innovations, i.e. innovative character. An entrepreneurial organization constantly initiates (undertakes) changes in the control system, allowing it to function actively in the new conditions created externally. Such understanding of the given term gives grounds to apply business concepts to activity of educational organizations, namely entrepreneurial university.

The concept "entrepreneurial higher educational establishment" is used mainly as expansion of the concept "innovative higher school". Innovative entrepreneurial higher school serves to provide research and enterprise components of activity based on strategic management. To provide stability in the market of educational services, it is necessary for higher educational establishments to constantly support innovative activity taking into account changes of conditions of external and internal environment.

Thus, modern system of higher professional training focused on innovations leads to updates in institutional forms of quality management while preparing experts on the basis of combination of logic of education development and logic of economic reality development.

3. Conclusions

1. Education is a key sector of Knowledge Economy. Knowledge and innovations mediated by administrative decisions act as integrating terminological complex. This complex describes research of main processes in management of education development under conditions of its modernization.

2. The theory of managerial process in education under conditions of modernization can be seen as a set of interconnected components-processes substantially characterized by modern education development strategy. The set of the interconnected components-processes is presented by: management of education development; management of institutionally-organized educational systems; management of modernization risks. Each of the above mentioned components-processes can be decomposed to a number of the interconnected sub-processes, aimed at reaching definite results.

3. Theory of Education Management Process is determined by methodological premises of the conceptual model of intramural quality management in education. The given model presupposes the use of organizational strategy referred to as General Quality Management TQM, including a full management cycle by Deming: Planning - Performance - Check - Action. Quality model suggested by N. Kano including three structures: basic, desirable and demanded quality are considered parametrical criterion of quality.

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