

# Specificity of Managing a Network Educational Program for Creative Specialist Training

<sup>1</sup>Tatyana Y. Medvedeva, <sup>2</sup>Maria V. Daricheva, <sup>3</sup>Vera V. Nikolina, <sup>4</sup>Olga A. Sizova, <sup>5</sup>Galina A. Kazantseva, <sup>6</sup>Albina A. Karpukova

**Abstract**--*The urgency of studying the conditions of efficiency in managing an educational program is associated with key problems in developing an educational product as well as objective laws in functioning of the program. The goal of the research is to study the process of managing a network educational program for the specialty Producer Business. The main method of the research on the topic is the analysis of the conditions for the implementation of the network educational program for the specialty Producer Business. The results of researching the problems of the proficiency of future media specialists in view of the dynamic digitalization in the society have determined the demanded competencies as well as the students' attitude towards opportunities of increasing their personal capabilities in professional activity. The research data can be used in organizing educational program management implemented in a network form.*

**Keywords**--*network educational program, specialist-producer, management, foresight technology, educational environment.*

---

## I. INTRODUCTION

The urgency of studying the conditions of efficiency in managing an educational program is associated with key problems in developing an educational product as well as objective laws in functioning of the program (Tastan et al., 2018; Makarova et al., 2019; Makarova et al., 2019). Prompt decisions take into account external and internal challenges of the program development and determine strategic vectors and priority development directions. The identification, description and correction of risks will provide the leader with the opportunity to make effective managerial decisions and find the ways to reduce risks by increasing the innovative activity of entities of educational process which will allow them to develop dynamically.

The dynamics of changes in modern society has had an impact on all spheres of life, including education. New socio-cultural and socio-economic conditions have led to a motivational transformation in the consumer's educational choices (Fartash et al., 2018; Kardiset al., 2019). This position defines changes in approaches to the implementation of educational products: innovative forms of organization of the educational process, updating the content of education in accordance with the realities of modern life. It should be said that the situation of rapid transformation is a situation of risks formation.

---

<sup>1</sup>PhD in Education, Associate Professor, The head of the Department of Producer Business and Musical Education, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia. E-mail: ttancher@yandex.ru

<sup>2</sup>PhD in Education, Associate Professor of the Department of Foreign Language Professional Communication, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia. E-mail: maria.dar@mail.ru

<sup>3</sup>Doctor of Education, Professor of the Department of Pedagogy and Andragogy, Nizhny Novgorod Institute for Educational Development, Nizhny Novgorod, Russia. E-mail: vnikolina@yandex.ru

<sup>4</sup>Postgraduate, Senior Teacher of the Department of Producer Business and Musical Education, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia. E-mail: olgasizova88@yandex.ru

<sup>5</sup>PhD in Education, Associate Professor of the Department of World History, Foundational Disciplines and Law, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia. E-mail: kazantsga@yandex.ru

<sup>6</sup>Senior Teacher of the Department of World History, Foundational Disciplines and Law, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia. E-mail: alikata@ya.ru

The main unit regulating the way of constructing the content of education is an educational program. Rapid transformations in all spheres of activity require changes in the education sector (Orekhovskaya et al., 2019; Mukhametshin et al., 2019). The purposeful and competent management of the implementation of training is also associated with the inclusion of the economic component in the rating of educational programs.

From this perspective, an important condition for the implementation of the program is the competent management of the process which takes into account the main sources of risk.

## **II. METHODOLOGICAL FRAMEWORK**

The following contradictions served as the prerequisites for conducting the research on organizing the process of managing an educational program implemented in a network form:

1. between the rapid changes in the requirements of regulatory documentation governing educational activities and the lack of widespread practice of implementing programs in a network form;
2. between the demand for programs implemented in a network form and the lack of recommendations for organizing the management of an educational program implemented in a network form;
3. between the real practice of managing the processes of artistic and aesthetic education and the need to achieve appropriate rating indicators of the quality work of academic staff;
4. between the current state of professional training of academic staff involved in the implementation of the educational program in a network form and the specific features of such a program.

In order to determine the research problem, we used the following speculative methods: analysis of the regulatory documentation, scientific studies in the field of the stated problem, analysis of the experience of educational establishments and partner organizations implementing such educational programs.

The hypothesis of the research is the assumption that the use of foresight technologies in the implementation of the network educational program can create efficiencies of the management process aimed at its strategic development.

The content of the regulatory documentation governing the educational process defines the network form for the implementation of the educational program as the opportunity for students to complete the educational program using the resources of several educational establishments, including foreign ones, and also, if necessary, using the resources of other organizations.

The Federal Law on Education of the Russian Federation indicates that the partner organization is the organization that can provide the necessary resources for the implementation of the educational program in accordance with its content and focus (The Federal Law, 2012).

## **III. RESULTS**

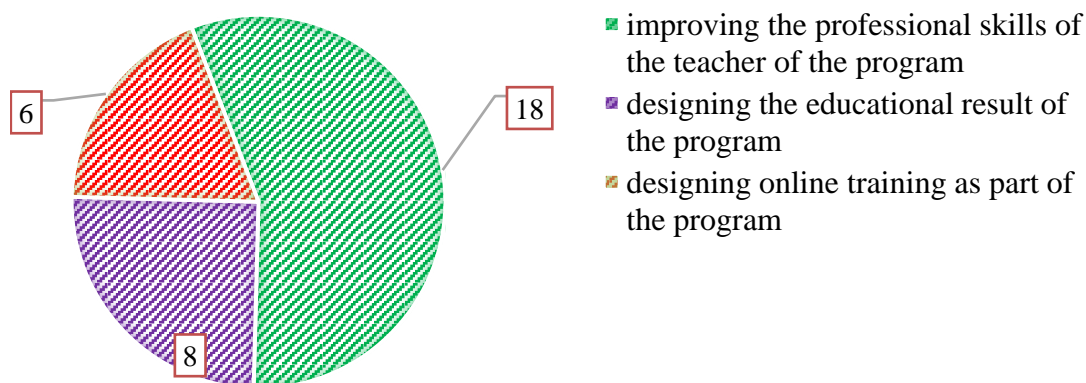
During the project session “New design of the educational program” at Minin University, the participants of the “Producer Business” educational program identified problems, opportunities, challenges of the program’s life cycle and designed solutions. As a result of the project session, a number of challenges were noted to be taken into account when building the strategic line for the development of the program:

- transfer of the interest of media consumers into the Internet environment, hence forming and developing the trend of the Internet consumption of information;

- high rate of development of digital technologies;
- increasing competition from online media that provides with audiovisual content;
- the need to develop a student motivation system, both at the level of forming professional and inter professional competencies, as well as at the level of personal and communicative competencies;
- the need to strengthen the practical orientation of training.
- The roadmap defines the main development vectors:
  - improving the professional skills of the teacher of the program;
  - designing the educational result of the program;
  - designing online training as part of the program.

We have conducted a survey of the academic staff to identify the need for the implementation of items proposed by the developers of the roadmap.

Here are the results of the questionnaire survey of the academic staff which indicate there is a need to improve the professional skill of a teacher in a program implemented in a network form (Figure 1).



**Figure 1.** Results of the survey of the academic staff participating in the implementation of the network educational program

According to the results of the work of the program team, we assume the innovative way of developing the specialist-producer training system as creating a new expanded educational environment based on the distribution of new technologies for organizing training, which meets the modern requirements in education.

While solving the problem of managing the process of the activity of the department academic staff, which has a creative focus, we rely on the features of artistic training which is based on working with a creative product. From the very beginning, we discovered the problem of adapting the achievements of creative education to priority rating indicators of the quality of the academic staff at the university.

The result was the expansion of the educational environment and scientific and creative activities, enrichment of the life of the program with important creative events:

- project for the implementation of the network program "Producer Business";
- presentation of expert reports in the sphere of design, fine art, decorative and applied art;

- cooperation with the city scientific-practical laboratory on problems of education and family at the Department of Education of the city of Nizhny Novgorod;
- two studies on the basis of the Palace of Children's Creativity named after V.P. Chkalov in 2016 and 2017; two research grant applications;
- expert activity in city projects organized by the Palace of Children's Creativity named after V.P. Chkalov;
- cooperation with the Palace of Children's Creativity named after V.P. Chkalov regarding the implementation of the educational program;
- cooperation with the Order of Mercy, Moscow;
- participation in the network program with Nizhny Novgorod Governmental College for the training of primary school teachers and educators of preschool educational establishments;
- implementation of the activities of the project laboratories “Perspective” and “Media-information content and its production”, collaborating with the professional community that develops creative products;
- a practice base and a basic department were organized on the basis of the strategic partner Nizhny Novgorod State Television and Radio Broadcasting Company;
- participation in an advanced training program for Chinese colleagues at Anhui University with the theme “Network Model for the Organization of the Educational Process”;
- cooperative creative and scientific activities in the framework of interaction with the Union of Designers, Nizhny Novgorod State Television and Radio Broadcasting Company, educational establishments.

#### **IV. DISCUSSIONS**

Modernization of Russian education puts forward the following priorities in its development: accessibility of education, its quality and effectiveness.

The declared priorities determine changes in the management system and in the educational program management system which is an element of the educational process, thus it entails managerial risks (Savenkova, 2014).

The basis of the concept of “networking cooperation” is the term “network” as a specific type of cooperative activity of people (organizations).

*Network* can be defined:

- as a combination of three components: a set of positions; relationship between positions; resource flows.
- as an association of independent individuals, social groups and/or organizations acting in a coordinated manner on an ongoing basis to achieve agreed goals and having a common corporate image and corporate infrastructure (Chuchkevich, 1999).

According to T.N. Zubareva (2011), the form of networking cooperation determines the process of innovative development of an educational establishment. The content of networking cooperation is the coordination of actions of network entities to achieve the common goals of innovative development, and it is carried out in the form of cooperative collective distributed activity.

At present there are special conditions for the development of a training system for specialist-producers. The development of the training program for this specialty is possible only taking into account the main features and strategic trends in the development of the media space, and, above all, the regional media. The development of the program should be on the basis of the introduction of innovative technologies to ensure the competitiveness of specialist-producers.

Having considered the prospects for the implementation of the "Producer Business" program, we affirm that the need for working out the main development directions is obvious. The formation of development environment today is especially relevant on the basis of the so-called "projection into the future", a description of the image of the future which is a mechanism for real inclusion in the design process of the image of the future (Medvedeva & Chekhova, 2015; Medvedeva et al, 2019b). The development and implementation of networking activities means generating the capabilities of networking partners, their exclusive resources, for implementing a certain project; the implementation of the project is impossible if done individually. Thus, the creation of a network in the implementation of activities is able to provide mutual compensation of disadvantages and enhancement of advantages.

Changes have become an integral part of any sphere of life. In these conditions, it is necessary not only to survive but also to manage development and increase efficiency. A technology that is adequately applicable to change management is a foresight technology.

## **V. CONCLUSION**

Networking cooperation is becoming an effective mechanism for the integration of entities of educational activity, allowing them to develop dynamically and increase innovative activity and competitiveness. The school should be engaged in the search and development of individuality. Modern society sets high requirements to a successful personality. Interaction with employers is a difficult but necessary process (Medvedeva et al., 2019a). The work on attracting employers to the process of forming a practice-oriented environment for training future specialists in the field of art has a number of stages, different in content and ways of organizing cooperation. We understand that the solution to the problem of the formation of readiness for the professional activity of future specialists in any field is impossible without partner employers. Such organization of a training process is innovative and creates unique, practice-oriented conditions for the training of future producers (Medvedeva & Marik, 2016).

One of the tasks of the modern school is to solve the problem of ensuring personal and social self-realization and professional self-determination of children. Integration in education is a system of relationships that ensures the interaction of the main tasks, contents and methods of training and education with the aim of creating a single continuous educational process at the adjacent stages of child development.

## **VI. RECOMMENDATIONS**

Thus, cooperation with potential employers, the professional community, and experts in the field of social interaction in education seems to be the most effective direction in the strategic development perspective of the program. At the same time, the information and practical training base is a collection of information that is presented by various means and is aimed at getting acquainted with the planning, creation and promotion of media projects, which should become the center of the professional career of future producers, as well as

independent work in creating, organizing and producing media content. We believe that this approach will allow us to form a training center for specialists-producers of a new generation that implements innovative training models, where generation, replication and transfer of innovative experience in organizing the educational process are carried out.

## REFERENCES

1. Chuchkevich, M.M. (1999). *Bases of Network Organizations Management*. Moscow: Institute of Sociology of RAS.
2. Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1497-1507.
3. Federal Law. (2012). Federal Law on Education in Russian Federation of December 29, 2012, No. 273, Article 15 "Networking form of implementation of educational programs. URL: [http://www.consultant.ru/document/cons\\_doc\\_LAW\\_140174/499cc91f8e852d6839d4de3b173bb4953a33419c/](http://www.consultant.ru/document/cons_doc_LAW_140174/499cc91f8e852d6839d4de3b173bb4953a33419c/)
4. Kardis, M., Sturak, P., Králik, R., Trong, D.N., Korzhuev, A.V., Kryukova, N.I. (2019). A sociological-religious probe into contemporary global salafi jihadism. *European Journal of Science and Theology*, 15(4), 113-125.
5. Makarova, E.V., Kryukova, N.I., Sizova, Z.M., Grinenko, A.V., Erofeeva, M.A., and Bukalerova, L.A. (2019). Divergence of supreme values of Russian world and western civilization social and philosophical analysis. *European Journal of Science and Theology*, 15(3), 97-107.
6. Makarova, E.V., Kryukova, N.I., Sizova, Z.M., Grinenko, A.V., Erofeeva, M.A. & Bukalerova, L.A. (2019). Divergence of supreme values of Russian world and western civilization social and philosophical analysis. *European Journal of Science and Theology*, 15(3), 97-107.
7. Medvedeva, T.Y. & Chekhova, O.A. (2015). The potential of networking cooperation in a practice-oriented implementation of educational programs. *Proc. of Minin University Conf. "Modernization of teacher education in the context of the global educational agenda"*. Nizhny Novgorod, pp. 330-332.
8. Medvedeva, T.Y., Nikolina, V.V., Sizova, O.A., Tsyplakova, S.A., Depsames, L.P. & Yakovleva, S.I. (2019a). Network event as a tool for shaping the readiness for professional activity of a music teacher. *Journal of Interdisciplinary Research*, 9(1), 61-63. URL: [http://www.magnanimitas.cz/ADALTA/090106/papers/A\\_15.pdf](http://www.magnanimitas.cz/ADALTA/090106/papers/A_15.pdf)
9. Medvedeva, T.Y., Nikolina, V.V., Sizova, O.A., Yakovleva, O.Y., Kazantseva, G.A. & Karpukova, A.A. (2019b). Potential of networking partnership for organizing practice-oriented learning. *Revista Dilemas contemporáneos: Educación, Política y Valores*, 7, 2-14.
10. Medvedeva, T.Yu. & Marik, V.B. (2016). Networking cooperation opportunities in the process of training a specialist in the field of culture and art. *Vestnik Mininskogo universiteta*, 1(13), 24-35.
11. Mukhametshin, R.Z., Kryukova, N.I., Beloborodova, A.V., Grinenko, A.V. & Popova, O.V. (2019). Implementation of efficient energy policy in Russia: Energy consumption monitoring and problem analysis. *International Journal of Energy Economics and Policy*, 9(4), 224-232.
12. Orekhovskaya, N.A., Chistyakov, A.A., Kryukova, N.I., Krokhina, J.A., Ospennikov, Y.V., Makarova, E.V. (2019). Orthodoxy and modernity their contact facets in russian society. *European Journal of Science and Theology*, 15(2), 67-77.
13. Savenkova, E.V. (2014). On some aspects of risks and their prevention in modern education management. *Molodoj uchenyj*, 7, 87-89. URL: <https://moluch.ru/archive/66/10893/> (accessed: 23.12.2019).
14. Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A. (2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366.
15. Zubareva, T.N. (2011). *The use of networking cooperation for the innovative development of educational institutions*: abstract of PhD. Tomsk: TPU Publ.