

WELLSO 2015 - II International Scientific Symposium on Lifelong Wellbeing in the World

Educational Cluster as a Promising Form of Diversification of the Regional High Schools in Modern Conditions

Ludmila G. Zelenaya^a , Antonina N. Utkina^{a*}

* Corresponding author: Zelenaya Ludmila G., zlge@mail.ru

^a Belovsky Institute, Kemerovo State University, str. Sovetskaya, 41, Belovo, Kemerovo region, 652600, Russia.

Abstract

<http://dx.doi.org/10.15405/epsbs.2016.02.61>

Relevance of the work is due to the intensive development of diversification of modern higher education and the need for understanding of these processes from a regional perspective. Improving the system of higher education today is associated with the emergence and development of new trends in educational development, including an important place diversification. Diversification of higher education will provide a new vector of development of the system itself: its flexibility, availability, ability to respond to any changes in labor market conditions, etc. One of the promising areas of diversification of higher education is to create conditions for the networking of multi-level educational institutions in modern conditions can not only function, but also to develop productive educational organizations. The organizations, together in educational clusters, become a "growth points", which are starting to join and other organizations, resulting in a synergistic effect. Such a Union will give an impetus to development in the first place, throughout higher education in the region. The main market is the mechanism of the interaction of organizations located in the same area, and eventually networking organizations, geographically located far from each other.

© 2016 Published by Future Academy www.FutureAcademy.org.uk

Keywords: Diversification of higher education, educational policy, networking, educational clusters, regional universities.

1. Introduction

A characteristic trend in the development of vocational education in modern conditions is its diversification. Development of the diversification processes in higher education was the result pursued by modern states of higher education policy. Moreover, the objective reasons for such processes can be linked to the nature of the polysubject educational policy, since the positions of its various entities may not only vary, but include mutually reform strategy (on the division of powers, autonomy, funding sources, etc.).

For regional universities, this trend is implemented as follows:



- orientation of training programs to the needs and demands of the regional labor market;
- introduction of relevant disciplines in the curriculum focused on popular destinations region and specialty training;
- offer various forms of additional training and retraining;
- schedule flexibility of the educational process, including their non-linear organization with different terms onset, cessation and resumption of classes for different specialties and forms of training;
- attracting qualified specialists and professionals to the educational activities of the regional government, the head of universities, business;
- interaction with urban and regional structures for planning training areas in the region, recreational youth patriotic education, etc.

All this allows you to create the conditions for the preparation of multi-functional and highly creative professionals.

1.1. Educational Cluster

New impetus to the modernization of education was the change in customer requirements in the region. Analysis of the current system before training, retraining and skills development in the region have found a number of contradictions between the traditional system of training and the need for its flexibility, mobility, continuity and variability. Until now, there is a clear contradiction between the need for specialists as a self-organizing of the person and the predominance of the orientation of higher education institutions on functional training (Mayer V.V. 2007).

In order to neutralize this contradiction Belovo Institute (branch) KemSU interacts with urban and regional structures in the following areas:

- together with municipal institutions involved in the development of education programs Belovo in the medium term within the framework of the Coordinating Council at the City Administration Belov;
- participates in the information-methodical center Belovo to improve the skills of subject teachers in secondary schools;
- interacts with the city department of employment center for employment of graduates;
- interact with leading companies and institutions of the city Belov on students passing the professional practice (relevant treaties concluded for an internship). Teachers together with students in the framework of scientific and educational activities are systematically carried out a survey of employers in order to identify the level of training of graduates;
- leading teachers together with scientists KemSU involved in developing a comprehensive program of socio-economic development of Belov and Belovskogo area cities Gurievsk, Leninsk-Kuznetsk and Polysaevo;
- participates in the Interdepartmental Commission on vocational guidance and psychological support to the population of the city Belova to analyze and maximum consideration of the needs of the population in educational services;
- participates in the work of the Interagency Council on the socio-economic development of the city in order to Belova objectification of medium- and long-term planning of the branch;

- interacts with the Board of Veterans city Belova, Department of Youth for the purpose of patriotic education of youth;

- interacts with the Department of Culture of the Administration Belova to organize a full-fledged youth leisure;

- leading teachers hold elective classes and courses in specialized classes secondary schools participate in regional fairs and other entrant.

To organize and conduct practices, review, diploma works, scientific conferences, educational activities of the department cooperate with units of the city administration and the district, industrial enterprises, commercial, financial and other structures in the region.

However, the division of higher education institutions on national, research, federally funded, and "others", including regional, leads to a significant number of exsanguination provincial Russian universities that provide training for the regions, including the most remote ones. It is understood that two dozen prestigious universities will not be able to cook 40-60% of specialists with higher education of the total employed population. Meanwhile, these targets have been identified in the national report Russia Second International Congress of UNESCO (Ziyatdinova F.G., 2006)

Policy shifting of state responsibility for the results of the educational process in the regions and local authorities in the absence of them means to solve the problems of education leads to irreversible social impacts. Actively carry out the optimization process of the education system by rigid procedures for monitoring universities leads to their closure, reduction, merger, consolidation, etc. Often, this is done on the basis of financial insecurity content of vocational schools in the field, the narrower opportunities for their participation in research activities, limited mobility of personnel and students, etc. A transition to a mass system of higher education paid on the basis of uniform "price standards" puts even more regional universities at a disadvantage compared to the "center".

Over the past 5 years, the following changes in the structure of admissions for full-time education in Belovo Institute (branch) KemSU:

- 1) reduced the admission of students to the places financed from the federal budget, more than 2 times;
- 2) Increase the proportion of students enrolled extrabudgetary;
- 3) reduced the total number of students enrolled at the university.

Meanwhile, the need of the population of the region in education full-time training offered by the university is not specifically declined. This raises a number of contradictions, chief among which are the following:

- The contradiction between society's need for qualified professionals and the lack of willingness of higher education adequately implement these requirements;
- A contradiction between the need for a new type of professionals possessing key competencies, and the predominance of vocational training methods that do not provide the necessary level of readiness to use the knowledge gained in a professional activity;
- A contradiction between the traditional approach based on the assimilation of normative given amount of knowledge, skills and high dynamics of development of production technologies that require continuous training specialist;

- The contradiction between the need to meet the future needs of the labor market for qualified specialists with the forecasts of changes in the content of their professional activities and opportunities of the education system;
- Breach of continuity between the middle and top management of the education system;
- The destruction of traditional communication university - enterprise;
- Decline in the prestige of working professions, and accordingly, and secondary vocational education.

So, as the actual practice, the current allocation of educational institutions and vocational training qualification structure in the regions, in many respects does not meet the innovation needs of the economy.

The current processes of modernization in all areas of the economy, the rapid pace of technology development place ever-increasing demands on the quality of human resources. In this case, the real economy is an urgent need for highly qualified workers and specialists, both secondary and senior managers.

Thus, the current situation in the market of educational services requires modern education system to be more flexible, dynamic and ensure rapid adaptation to changing socio-economic conditions. It is necessary to create conditions for faster development of education in relation to society. However, despite the obvious need to reform education to it must be handled very carefully.

Currently, in accordance with the requirements of the Federal Law "On Education", it is about creating a complete flexible system of continuing education, which effectively solves the problem of socio-economic development of a particular area.

To solve the identified problem, in our opinion, one of these areas is the creation of conditions for the networking of multi-level educational institutions in modern conditions can not only function, but also to develop productive educational organizations. As practice shows, and theoretical studies of this issue, networking of educational institutions is possible in different forms. In our opinion, of particular interest is in the form of networking education cluster. The need to access the cluster approach explains the benefits of the cluster as a form of organization bringing together stakeholders to improve the effectiveness of the regional system of vocational education (Popkov E.G, 2010).

According to the definition Smirnov AV, Education Cluster, on the one hand, a set of interrelated institutions of vocational education, combined according to different sectors and partnerships with companies in the sector; on the other - the system of training, mutual learning tools in the self-innovation chain science-technology-business, based mainly on the horizontal linkages within the chain (Smirnov A.V.,2010).

Most of the authors under the Education Cluster understand the relationship of vocational schools and enterprises one of the industries in the region. According to E.Kutsenko in educational cluster includes a variety of educational institutions of different levels and specialties. So in the scientific and educational cluster Kazan State Technological University participates Kazan Petrochemical College; in polymer cluster of St. Petersburg on a par with the St. Petersburg State University of Information Technologies, Mechanics and Optics are also involved SPSUEF Vash, St. Petersburg State University, SPbSTI (TU) (Kucenko E.,2009).

In our view, we can talk about creating educational cluster and medium-sized cities in the territory of what is and the city Belovo, on whose territory the organization of higher, secondary vocational education. Under the Education Cluster, we understand the interaction of various educational institutions (secondary, vocational, further education) and town enterprises. Education Cluster - is a process of direct and mutual influence on each other entities, which resulted in the harmonization achieved special interest educational institutions, mutual satisfaction of needs, including optimal use of human resources, scientific-methodological and logistical capacity, expanding opportunities for general education and vocational training.

The idea of creating an educational cluster at the municipal level, we can consider the interaction of "School-ACT-university-organization of additional education-enterprise", through the implementation of the objective needs of the emerging innovation economy and the specific needs of each territory.

The purpose of the education cluster at the municipal level is the formation of a common educational space of the city based on the integration of the content of secondary, secondary vocational education, higher education, institutions of additional education and core enterprises through their networking, aimed at achieving the objectives of training for the innovation economy.

Using the idea of the profile cross-trained "class-ACT-university", which is an integral part of the educational program of continuing education "School-ACT-university-organization of additional education-enterprise" can be formed by the mechanism of reproduction frames necessary city especially with reference to specific territories. This, in turn, will stimulate the development of the competitiveness of its economy, the creation of industrial clusters and zones of advanced economic development.

The implementation of this idea, in our opinion, provide professional self-determination as students at the senior level of general education and students of secondary vocational education with a focus on the needs of socio-economic development of the area.

This is possible by combining several educational organizations, institutions of secondary vocational education around the regional high school with sufficient material and human resources, which serves as a resource center. The curricula as educational organizations, as well as secondary vocational education should be included several disciplines at profile level, elective courses in accordance with the request of enterprises and organizations of higher education. In this case, each educational institution of this group provides teaching full basic general education courses, as part of Special Education takes on the Resource Center, which performs the role university.

Upon successful completion of general education possible subsequent transfer of students from classes in secondary vocational education institutions to continue their education by reduced programs that allow for the acquisition of secondary vocational education learners with a high level of motivation to acquire a degree with a focus on a specific workstation. In this case, students are given the right to choose obtain specialized education not only where he is studying, but also in educational institutions included in this educational cluster.

Conclusion

This is the same order can be set at the level of relations between educational institutions of secondary and higher vocational education, as well as additional education organizations focused on retraining and skills of the adult population.

Thus, an organization uniting into educational clusters are becoming a kind of "growth points", which are beginning to join other organizations, which leads to a synergistic effect. Such a union would give impetus to the development in the first place, the entire higher education in the region. In this case, the main thing is the market mechanism of close cooperation organizations located in the same area, and in the future and networking organizations, geographically located far from each other. An important factor in the development of the education cluster, is to diversify the activities of educational institutions and its innovative orientation. The merger partners, the conditions of effective use of internal resources: material, technical, scientific and intellectual, which will provide a more complete satisfaction of personal needs of students, will form vocational structure of training in the region to meet the needs of the innovation economy.

References

- Mayer V.V. (2007) Regional features of higher education *SOCIS*. 6, 110p.
- Ziyatdinova F.G. (2006) Russian educational policy in the light of international experience *SOCIS*. 5, 51-58.
- Popkov E.G. Education Cluster to the modernization of higher education in accordance with European standards
Available at: <http://www.marka-volga.ru/klastery/237-obrazovatelnyj-klaster-na-puti-modernizatsii-sistemy-vysshego-obrazovaniya-v-sootvetstvii-s-evropejskimi-standartami.html>
- Smirnov A.V. (2010) Educational clusters innovative teaching in high school: Monograph. Kazan: RIP "School", 102 p.
- Kucenko E. Phenomenon education cluster. Available at: <http://evg-ko.livejournal.com/5992.html>