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THE ROLE OF ADDITIONAL EDUCATION IN MODERN RUSSIA

EL PAPEL DE LA EDUCACIÓN ADICIONAL EN LA RUSIA MODERNA

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RESUMEN

The most important role in the process of humanization of public life rightfully belongs to the educational sphere. Indeed, education is a single purposeful process of education and training, which is a socially significant benefit and is carried out in the interests of the individual, family, society and the state, as well as a set of acquired knowledge, skills, values, experience and competence of a certain amount and complexity for intellectual, spiritual, moral, creative, physical and (or) professional development of a person, satisfaction of the educational needs and interests. In recent decades, modern Russian society is undergoing global changes in the socio-economic sphere. Economic transformations in Russia highlighted the most important problems of profound socio-structural processes, the dynamics of which are due to qualitative changes in the relations of property, power, and the income level of various strata and groups of the population. There has been a significant transformation of the foundations and regulators, which form the social structure of society.

Palabras clave:

Education, university, educational process, efficiency, students.

ABSTRACT

El papel más importante en el proceso de humanización de la vida pública pertenece legítimamente a la esfera educativa. De hecho, la educación es un proceso único de educación y capacitación, que es un beneficio social importante y se lleva a cabo en interés del individuo, la familia, la sociedad y el estado, así como un conjunto de conocimientos, habilidades, valores adquiridos. Experiencia y competencia de cierta cantidad y complejidad para el desarrollo intelectual, espiritual, moral, creativo, físico y (o) profesional de una persona, satisfacción de sus necesidades e intereses educativos. En las últimas décadas, la sociedad rusa moderna está experimentando cambios globales en la esfera socioeconómica. Las transformaciones económicas en Rusia pusieron de relieve los problemas más importantes de los procesos socioestructurales profundos, cuya dinámica se debe a los cambios cualitativos en las relaciones de propiedad, poder y el nivel de ingresos de diversos estratos y grupos de la población. Ha habido una transformación significativa de los fundamentos y reguladores, que forman la estructura social de la sociedad.

Keywords:

Educación, universidad, proceso educativo, eficiencia, estudiantes.

INTRODUCTION

The main importance of such institutions is based on the integration of Russian fundamental educational traditions and innovations. Social and educational innovations contribute to the dynamic nature and modern character of supplementary education institutions. At the same time, their stability is achieved thanks to the tradition of Russian out-of-school education (houses of pioneers and houses of culture, major social events, traditions of vocational guidance and vocational training in clubs and associations, etc.). Traditions and innovations interact in the framework of additional education in such a way that they allow a certain order to be introduced into the chaos or disorder of the processes of self-regulation and self-determination. As a result, traditions gain momentum for creative renewal, and innovation becomes vital.

Attempts by district and regional committees to accelerate the implementation of innovations as a way to unify institutions of additional education can have a negative impact on the unique nature of additional education. The immediate social, cultural and external environment, as a rule, represents the key objects for children's research and serves as the basis for their socialization and new life experience. Large-scale public, cultural and sports events, national campaigns, contests, competitions, festivals and celebrations organized by additional education allow students to apply their new knowledge and professional skills, as well as demonstrate their attitude to significant national and local events and personalities, to a large extent enrich social education.

Important factors to be mentioned are the voluntary nature of such activities, the implementation of free time students, positive emotions and use as tools for personal success. Achieving success requires young people to mobilize internal efforts, willpower and creativity, enhance individual abilities and capabilities. In our opinion, this activity and high results at both the individual and collective levels become decisive in shaping the civic position of children in the social environment.

Additional education is fundamentally different from school. In institutions of additional education, groups of students are formed on a voluntary basis, united by common interests and a general positive attitude to the proposed activities. As a rule, additional education institutions manage to combine individual and team creative activities. Each individual contribution is evaluated by peers and adults. Our observations show that the role of additional education becomes more noticeable when more elements of self-management and self-control are

used, when the results of activities have social significance and are creative and interesting for their participants (Vyushkina, 2014).

A common feature that unites all additional education is their orientation towards social education as a process of positive interaction between children and adults in joint activities, which leads to personal growth and an increase in individual contribution to improving the social environment. Additional education institutions also serve as a special professional environment for adults, a place where they can use their educational competencies and additional professional skills and, thus, increase their positive influence on children. The teacher of additional education is a new type of teacher. Being a specialist in any field of professional activity, he also acts as a teacher and mentor, developer of new methods and head of educational and social programs, researcher and creator of useful projects, programs and modules. Basically, such a teacher acts on a voluntary basis. Such work is fundamentally different from the need to perform official duties. The teacher of additional education is personally interested in the exchange of professional and life experience with children (Kovalenko, 2019).

In the educational process, humanistic pedagogy has several distinctive features:

- shifting priorities on the development of mental, physical, intellectual, moral and other spheres of the individual instead of mastering the volume of information and the formation of a certain range of skills and abilities;
- Focusing on the formation of a free, independently thinking and acting personality;
- Ensuring proper organizational conditions for the successful achievement of the reorientation of the educational process.

Along with general education, an additional education system plays an important role in the humanization of Russian society. Additional education of children is an integral part of the system of continuing education, designed to provide the child with additional opportunities for spiritual, intellectual and physical development, to meet his creative and educational needs. Additional education is a specific communication environment, a field of activity, the fundamental means of forming humanistic value systems, it promotes vocational guidance, gives a new quality to the development of a person. The basis of additional education is a reliance not on the individual characteristics of the child, but on the holistic personal development.

The education system must meet the challenges of the new time. Solving problems related to the quality of additional

education is one of the priority national tasks. Over the past decades, the system of additional education of children has lost a significant part of its human and financial resources. Today, only circles and sections attend only half of schoolchildren, and only a quarter is free. The traditionally significant area of socialization - children's sports - has undergone serious deformations. The number of sports schools and sections is growing, but often they are focused only on the prospects of transition to the big sport. This gives rise to the early selection and elimination of children. It is necessary to return the system of additional education under the responsibility of the state - to the regional level, providing, if necessary, support from the federal budget. Payment for teachers of additional education, whose qualifications are comparable to the level of qualifications of teachers (including sports schools and art schools), should gradually rise to the level of salaries of secondary school teachers. As a result of these measures, we expect that by 2018 the proportion of schoolchildren participating in additional programs will increase to 70–75%, including at least 50% free of charge.

Therefore, at the moment, the development of an additional education system for children is being considered in the context of the implementation of the National Project "Education" in Russia, the purpose of which is to improve the quality of life of our citizens and give a new impetus to the development of human capital.

Additional education of children is carried out in general education institutions, in municipal and state educational institutions of additional education for children.

The concept of modernization of Russian education for the period up to 2020 emphasized the crucial role of supplementary education institutions as one of the determining factors in the development of the abilities, abilities and interests of the personal, social and professional self-determination of children and youth.

The nature of its components has changed, new layers and socio-structural entities have emerged, in particular, a group of the employed population performing work in their business on their own or with one or even several partners, attracting employees to their work. This social group, as defined by the Federal State Statistics Service, is called *employers* in the language of science - entrepreneurs. The literature gives the following definition of the term "entrepreneur": *"Entrepreneur is a natural or legal person who carries out activities for the production, sale or purchase of products or goods, rendering services, performing works and concluding this process in order to gain profit civil law transactions on its own behalf"*. (Girko, Gubareva & Kovalenko, 2017)

The course of the socio-economic development of Russia is determined in such a way that the development of the economy, especially such a sphere as entrepreneurship, is of priority importance. The Russian Federation seeks to be among the leaders of the world economy, where the entrepreneur is the main subject of economic activity. An entrepreneur, acting in his own interests, he satisfies the demands of society, ennobling social life and making it more comfortable. An important tool for the activities of the entrepreneur and an indicator of the effectiveness of this activity is money. For any entrepreneur, the main goal is to systematically maximize the profit on legal grounds, otherwise he is pursued by failure and, possibly, complete bankruptcy, as evidenced by the history of the development of entrepreneurship.

Despite the fact that the general regulations of Russian legislation are approaching European standards, the development of small and medium-sized businesses in Russia still requires a lot of effort.

DEVELOPMENT

The problems of vocational training and education of people engaged in business are of particular importance in modern conditions.

Investigating the essence of learning, it must be considered in connection with the doctrine, which is commonly understood as the process of acquiring and fixing the methods of an individual's activities. At the same time, the result of learning becomes the elements of individual experience - knowledge, skills and abilities. Scientific understanding of the teaching is possible only in the context of the subject activity. Regarded as a side of objective activity, the teaching appears as a developing phenomenon: along with a change in the type of activity, the forms of learning and its most important characteristics naturally change (Grigoryeva, et al., 2014).

A prerequisite for the teaching of man is learning - the deployment of methods of activity for the purpose of their assimilation by other people. At the same time, it is obvious that in each case of instruction we are talking about the methods of a specific activity. This fully applies to vocational training. According to the definition of training given above, in terms of professional or any other narrowly focused activity, it should be perceived and understood as preparation for such activity. The concept of *retraining* has a similar meaning - rather narrowly substantive training in the transition to another type or another level of professional activity (Vyushkina, 2014).

The need for such continuous education is due to the fact that, after leaving the walls of a particular educational

institution, a person enters a professional activity at a certain level of general and vocational education specific to it. However, at the same time, a person inevitably faces the need to concretize both his professional knowledge and skills with regard to the features of professional activity in an organization, and his social aspirations associated with this activity. In the first case, this is "additional training" for specific technological methods, in the second case - joining the team, awareness of the significance of their work, its connection with the work of employees, their role in the life of the team and the role of the team in the lives of its members. In other words, the adaptation of the individual to the professional activity requires additional changes in its individual identity, therefore, requires additional education.

Additional education today is one of the most important subsystems of the educational system, under which "*the implementation of additional educational programs and additional educational services in order to fully meet the educational needs of citizens, society, state*" (Girko, Gubareva & Kovalenko, 2017). Additional programs include educational programs of various kinds, implemented in general education and vocational education institutions outside the main educational programs that determine their status; and also in educational institutions of additional education (institutes of advanced training, at seminars, courses of advanced training and retraining of personnel, etc.). Additional education, depending on its focus, can be general and professional.

Business communication culture is based on the rules, levels and norms of partners' behavior, contributing to the development of cooperation and strengthening the essential basis of business relations. The meaning of these rules and levels is strengthening mutual trust, constantly informing the partner about their intentions and actions, excluding deception and disorientation of the partner. In the process of business communication, its participants exchange information, which is transmitted in the form of management decisions, plans, ideas, reports, reports and communications. No less important is the exchange of interests, moods, feelings. In this case, business communication appears as a communicative process, that is, as the exchange of information relevant to the participants of communication. All these features of business communication largely explain the nature of the rules for speech communication in the business environment, which can be formulated:

1. Clearly define the purpose of your message.
2. Make the message understandable and accessible for perception by different groups of workers, find concrete

illustrations of common concepts and develop a general idea using vivid examples.

3. Keep the messages as short and concise as possible, discard unnecessary information, draw the attention of employees only to those problems that concern them specifically.
4. In a conversation with employees, follow the rules of active listening, show them signals of your understanding and readiness for joint actions.

Thus, the culture of business organization determines the climate, relationship style, and enterprise values. The purpose of the culture of entrepreneurship is connected with the solution of two main problems: survival in this socio-economic environment and ensuring internal integration to achieve the goals. At each large enterprise, departments, administrations, and administrations have different subcultures that follow the structure of the enterprise itself. The difference is due to the diversity of industries and spheres of human activity. This may be a culture of profitable deals, innovation, administrative culture, etc. The presence of different cultures, subcultures can lead to tensions, clashes. It must be borne in mind that, before embarking on the formation of a culture of an entrepreneur, one should firmly understand his system of values and beliefs. However, one should not think that the culture of entrepreneurship can be manipulated. It develops over the years, dynamic, constantly improving.

So, the culture of entrepreneurship not only ensures the high prestige of the enterprise, but also contributes to improving production efficiency, improving the quality of products and services, and, consequently, increasing revenues. It should be noted that the formation of a culture of communication and social maturity of a modern entrepreneur does not occur all at once, but requires long and serious preparation at all levels of the educational process. A modern educational standard is aimed not only at obtaining knowledge in various scientific fields, but also at the formation and disclosure of individual personal qualities and creative abilities of students in the process of learning.

At the present stage of development of our society, the social need for non-standard-minded creative personalities has increased more than ever. The need for creative activity of a specialist and developed thinking, in the ability to design, evaluate, and rationalize is growing rapidly. The solution of these problems largely depends on the content and methodology of training future specialists. Therefore, the preparation of future entrepreneurs should pay close attention. Only effective education is able to form a psychologically and professionally

mature personality of the future entrepreneur (Samoylova, Nazarova & Kornilitskaya, 2014).

Traditional training of specialists, focused on the formation of knowledge and skills in the subject area, lags behind modern requirements. The basis of education should be not so much academic disciplines as the ways of thinking and activity. It is necessary not only to release a specialist who has received high-level training, but also to include him at the training stage in the development of new technologies, to adapt to the conditions of a specific production environment.

How do you need to build training in order to increase students' cognitive activity so that the process of cognition becomes interesting, effective and efficient? In our opinion, it is possible to use innovative forms of education in pedagogical activities, in particular, problem-based learning methods that find practical application. Each of the special courses is designed for 40 classroom hours. A special feature of these special courses is that they are designed for full immersion of students in this course, with the duration of each lesson 4 hours daily, after which students are invited to perform an independent task to consolidate their skills, as well as perform a task of research and research oriented work in the following days.

Thus, the interrelation of each of the stages of learning is realized. In order to achieve maximum success, the teacher uses various teaching methods, performing not the controlling function, but the role of a consultant who only directs and corrects the work of students. On special courses, practical situations are modeled with an economic and psychological component that require a quick decision-making, based not only on economic calculations, but also taking into account the socio-psychological characteristics of the interaction of business partners in business communication. The final lesson is the presentation by the team of a competitive business plan selected by the group participants on the basis of the preliminary selection, with the provision of a full analytical note.

Special courses are designed to integrate previously acquired knowledge and skills of professional activity, to rally participants in training and to master the techniques of effective teamwork. A modern specialist needs to master the technology of business planning, learn how to select people into a team, distribute roles between them, solve problems together, identify team growth zones, and prevent its disintegration. Each special course will reveal the individual characteristics of the individual, the value of each individual person in the work on the overall result. It is dedicated to working out the process of forming a socially mature individual, a culture of business communication in

a business environment, as well as working out the technologies of an effectively working team capable of solving tasks in any field of business and management. Thus, the specificity of these special courses is that it organically combines training in teamwork, goal setting, business planning, working out intra-group interaction technologies that form the social maturity of the individual and his communicative qualities.

The main element of the special course is a problem situation, which is a person's intellectual difficulty, arising when he does not know how to explain the phenomenon that has arisen, cannot achieve the goal in a way known to him, which prompts him to look for a new way to explain the action. Students are given a specific practical task, which can be solved using a brainstorming, success situation, and following the following rules: engaging students in the formulation of the problem; proposing hypotheses; able to get out of conflict situations; reasonably defend their point of view, make comparisons, generalizations, conclusions, observing the ethics of business communication. Consequently, in the context of problem-based learning, an active mastery of the personality takes place in the ways and techniques most characteristic of creative activity. Within the framework of special courses, three main tasks are solved simultaneously: the cognitive, communicative-developing and social-orientation, which allows: to realize a subject-subject approach in the organization of educational activities; form active cognitive and mental activity of students; step up motivation for learning activities; develop professional and communicative competencies in various forms. In particular, the objectives of the special courses are: developing the skills of creating a successful business team; working out the technology of team business planning; development of skills for successful team management, goal setting, assigning team roles and identifying leadership potential; the formation of the ability to productively resolve conflicts and achieve high results. Practice shows that when students take these special courses, there is an increase in the level of communication culture, students adapt to modern life situations, and are able to interact with different social groups.

CONCLUSIONS

With the development and structuring of general civil education, with a clear registration of vocational education, the process of entering labor activity and the social relations connected with it have acquired an expressly transitional character. The variety of forms of labor activity, forms of economic and social relations made it impossible and unnecessary total government control of education

in this transitional area. A part of production corporate educational interests continues to be satisfied under state control (for example, the system of advanced training and retraining of doctors and teachers).

In other areas, such as nascent and rapidly developing entrepreneurship, this part of the educational activity is exclusively under the jurisdiction of interested enterprises, firms, companies, corporations - precisely in the sense of "additional training in the workplace".

Currently, large industrial associations and corporations are actively involved in the process of training personnel working in enterprises. In Russia, the following strategic directions are being put forward within the framework of the program "Development of a unified educational system for training personnel at all levels until 2020":

1. Strengthening the integration of corporate and specialized educational institutions of all levels.
2. Creating a unified information environment for the provision of educational, scientific and innovative activities.
3. Development of innovative activity of corporate educational institutions.
4. Training of pedagogical and scientific personnel for the implementation of the program "Continuous additional professional education".
5. Development of educational and methodological support of educational programs in the working conditions of corporations.
6. Creating a system of corporate institutions whose activities are aimed at solving the above problems.

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