Strategic Initiative of the Higher Education Organization Development in the Modern Conditions of Digital Economy

Evgeny Savvateev
Moscow State University of Food Production
Moscow, Russia
E-mail: ooipot@yandex.ru

Yulia Romanova
Institute of Market Problems at the Russian Academy of Sciences
Moscow State University of Food Production
Moscow, Russia
E-mail: Ryulia1@yandex.ru

Larissa Tsvetlyuk
Moscow State University of Food Production
Moscow, Russia
E-mail: ooipot@yandex.ru

Abstract—**The paper is devoted to the issues of strategic planning and strategic management of a higher education organization in the modern conditions of digital economy based on the introduction and use of digital technologies. The globalization of education and its practical orientation due to the extent that they are now developed would be impossible without the digitization of their content and mobile technologies development. The paper discusses not only the aspects of state regulation of the educational system strategic planning in the conditions of using digital technologies, but also a strategic initiative of the higher education organization development. The evaluation of strategic initiatives through quantitative values formulated in blocks of measures for the implementation of the higher education organization strategic development is given.**

Keywords—strategic planning; education system; management; electronic education

I. INTRODUCTION

Nowadays electronic and distant formats of interaction with students massively replace traditional forms of knowledge transfer. The teacher transforms from a tool for the knowledge transfer to a tutor who accompanies the consumer of the educational service during the entire period of his training. The high proportion of distance and e-learning, the increase in wiki-training and the simultaneous decrease in the proportion of teacher's contact work with students, can be traced at all levels of the educational process organization, planning and management. The concept of Edutainment takes on an active meaning – the use of interactive virtual forms of interaction including those dealing with games.

Speaking about the modern trends of the world educational environment one cannot but mention the individualization of education. Moreover, this individualization is required not only by the needs of employers but also by the preferences of students as well as massively developing technological innovations contribute to all this. In the nearest future there might be the creation of educational hub campuses providing individualization opportunities. And here it is possible to talk about the educational organization as an institution that provides services for electronic access to educational content. Universities will begin to move from the practice of the case method being used today in the learning process to the re-creation of a profiled educational and production reality, its simulation with a focus on teaching of teams in the BarCamp format.

Domestic authors whose works are devoted to the issues of strategic planning and strategic management of educational organizations in modern conditions are: Vylegzhanina A.O., Knyazev E.A., Ladyzhets N.S., Malysheva M.A., Maslova L.D., Neborsky E.V., Pokrovsky N.E., Cherednikova L.E. and others.

II. THE STATE REGULATION OF EDUCATIONAL SYSTEM STRATEGIC PLANNING IN THE CONDITIONS OF USING DIGITAL TECHNOLOGIES

At the present time by the resolution of the Russian Federation Government dated July 28, 2017 №1632-p the main document defining the country development vector in this direction for the next few years is approved. It is "The Russian Federation Digital Economy Programme" aimed at creating conditions for the knowledge society development in the Russian Federation, improving the well-being and quality of life of our citizens by increasing the availability and quality of goods and services produced in the digital

economy using modern digital technologies, improving awareness and digital literacy, the availability and quality of public services for citizens as well as the security within the country and abroad [1]. This programme has moved to a whole new level — the Russian Federation Government on September 17, 2018 approved the passport of the programme where in the context of the President of the Russian Federation Decree from May 7, 2018, № 204 "About the national goals and strategic objectives of the development of the Russian Federation for the period up to 2024" the key indicators of the Federal Project "Digital Education of Russia" were defined.

The key changes that have occurred in recent years in the Russian education system are superimposed on the above mentioned global factors. These changes have radically transformed the paradigm of educational organizations management and, above all, higher education institutions management. The most important drivers having given acceleration to the transformations of the Russian education system are [2], [3]:

- The adoption of the Russian Federation Federal Law from December 29, 2012 № 273-FZ "About Education in the Russian Federation" [4];

- The approval of the Russian Federation state programme "The Development of Education for 2013-2020" [5];

- The approval of the activity plan ("road map") "The Changes in the Social Sector Branches

- Aimed at Education and Science Efficiency Enhancement" [6];

- The development and adoption of federal state educational standards [4];

- The creation of federal [7], national and research universities [8], [9];

- The implementation of the supporting universities project [10], [11];

- The implementation of the State Programme "Global Education" [12], [13].

The above mentioned changes significantly modify the approaches and goals in the matters of educational organizations development strategic planning. At the same time, no matter what transformations, evolutionary or revolutionary, would occur in the educational environment, it is educational organizations that must always be at the forefront of learning, science, innovations and social responsibility, and in this very sense the educational organizations development strategic planning acquires crucial significance. All this leads to the need to revise the strategies of higher education institutions taking into account the preservation of their competitiveness in the global and Russian education market.

III. THE STRATEGIC INITIATIVE OF THE HIGHER EDUCATION ORAGANIZATION DEVELOPMENT IN THE MODERN CONDITIONS OF DIGITAL ECONOMY

The main strategic initiative of the higher education organization development should be formed in the area of introducing new technologies and forms of educational organization. The competitiveness of an educational organization is determined not only by the level of researches, but also by the quality of its realized educational activities. In its turn the high quality of education means achieving competitive educational results through the use of new and efficient educational technologies and the forms of educational process organization.

Students' training for work in the context of introducing digital technologies requires them to obtain a fundamentally new educational experience. In this case the most important component of the educational organizations development strategic planning is the creation, import, and introduction of new educational technologies – standardized and replicated algorithms of educational process organizing, including the use of information and communication technology tools. At the same time, the educational organization strategy should not only modernize its own educational process, but also promote new educational technologies in other educational organizations.

The main strategic vectors for the educational organization development should be:

- The formation of the "future" educational space aimed at the development of the educational organization as a "reactor" creating and transforming the educational space of the country;

- The integration around the educational activities of leading corporations, organizations, civil and other institutions;

- The strengthening of the adaptive capacities of the organization educational activities to the changes in the external environment, the requirements of the innovation economy and employers;

- Further introduction and use of technological innovations, e-learning and distant learning technologies in the organization educational activities;

- The launch of large-scale transformations of the educational process aimed at the transition from a system that forms the "skills of the past" to the network-centric educational ecosystems that meet the needs of students throughout their lives;

- The development of the education individualization system and the formation of students' personalized competencies based on their personal qualities, degree of enthusiasm and social activity;

- Copying with the gaps between the necessary and the current level of competencies demanded by employers ("Fig. 1"), organizing of training around

real tasks, problems and challenges facing professional communities;

- The transformation of the historically established "gene-code" and the functionality of the academic teaching staff, the transition to innovative models of

interaction between a teacher and a student built on partnerships;

- The improvement and enhancement of customer-oriented processes of planning, organizing and control of educational activities of an educational organization.
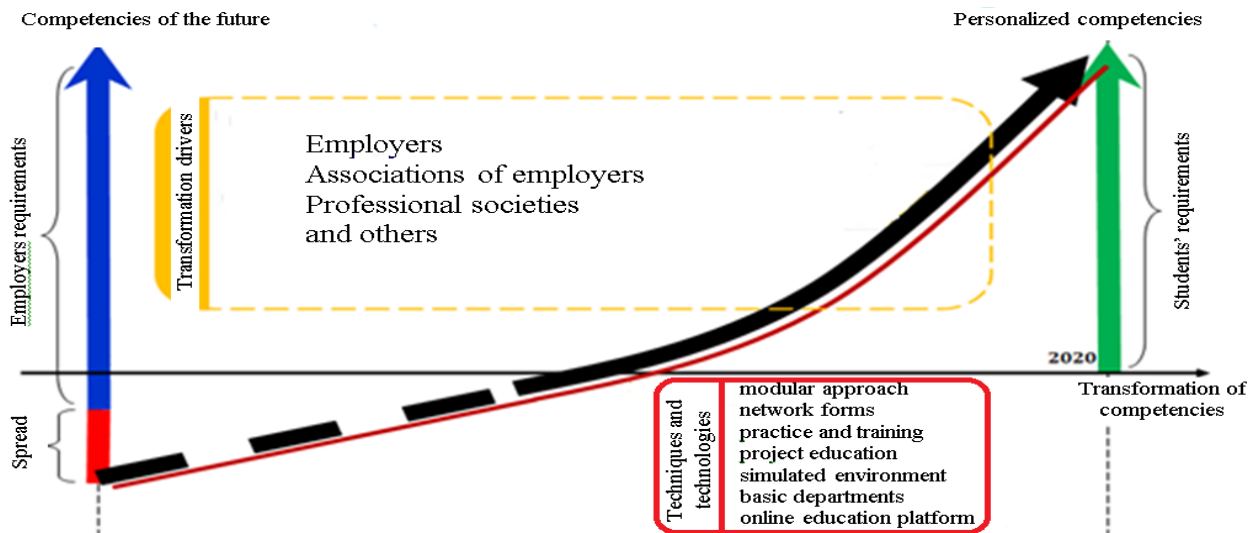

Fig. 1. Copying with the gaps between the necessary and the current level of competencies demanded by employers.

In accordance with the above mentioned points the potential programme tasks are defined, which include the improvement of the teachers' professional level on the basis of creation of the key employers pool of practice-oriented platform for work experience on the basis of the educational organization This strategic initiative assumes that all pedagogical workers participating in the implementation of educational programs will improve their qualifications in the form of work experiences, dipping directly into the work of the subdivisions of relevant enterprises and organizations for which the educational organization trains the personnel.

The key programme task should be the development of the modular approach of presenting the educational programme content and curricula construction focused on individual educational paths:

- Development and implementation together with employers and leading organizations of curricula based on the modular approach of the educational programme presentation and focused on individual educational paths;

- The realization of the possibilities of operative "tuning" of curricula and technologies for implementing the educational programme to the employer requirements;

- The presentation of information to students in the form of organizational and methodological modules leading to the formation of certain knowledge, skills, competencies and their parts;

- The use in the educational process of electronic learning resources and distant learning technologies;

- The development of education individualization and personalized expertise formation:

- The transition from the teacher-student interaction model "knowledge transfer" to the model "management of students' individual work", the creation of psychologically comfortable learning conditions;

- The formation of students' skills and competencies allowing them to build individual educational paths independently;

- The implementation of approaches in which most of the educational material, practical exercises and tasks are performed by students independently under the methodological guidance of the teacher;

- The modernization of the processes of planning, organization and control of educational activities partly owing to the share increase of the business processes managed by the use of automation software and information and communication technologies;

- The simplification of the procedure of curricula support, control over compliance with the formal requirements of regulatory documents.

One of the main programme tasks should also be the formation of a new practice-oriented education technological environment with the employers' participation:

- The creation of the open education platform for online courses on educational programmess, including those in a particular industry;

- The development, in cooperation with leading employer experts, of requirements for an open education platform;

- A competitive selection of lecturers and assistants;

- The development of the courses structure and content, preparation of the tests and tasks semantic component;

- The creation of an open education platform prototype;

- The development, installation, placement and testing of courses on the open education platform;

- The integration of an open education platform with information systems for planning, organizing and managing educational activities and the electronic and information educational environment of an educational organization;

- Widespread use of online courses in the educational process as well as for advanced training of employees of industry organizations and enterprises;

- The development of a mobile application for service support of the educational process;

- The development and introduction of beta-version of the mobile application modules of the educational process service support for the Android OS, and iOS into test operation: interactive online schedule of classes, tests and exams, notifications about changes in the educational process, news of the educational organization, advertising;

- Phase-in introduction into the user operation of the mobile application modules of the educational process service support;

- The integration of the mobile application of the educational process service support with information systems for planning, organizing and managing educational activities and the electronic and information educational environment of an educational organization;

- The placement of a mobile service support application in the GooglePlay and AppStore.

The evaluation of these strategic initiatives implementation can be carried out through the quantitative values of the following targets:

Activity 1: The development of the modular approach of presenting the educational programme content and curricula construction focused on individual educational paths:

- Target: The proportion of students taught by the educational programs implemented in the framework of the educational process modular system.

- Target: The proportion of students taught by the individual curriculum.

Activity 2: The improvement of the teachers' professional level on the basis of creation of the key employer pool of practice-oriented platform for work experience on the basis of the educational organization:

- Target: The proportion of teachers whose professional level meets the requirements and expectations of students.

Activity 3: The formation of a new practice-oriented education technological environment with the employers participation: the creation of the open education platform for online courses on educational programmess, the development of a mobile application for service support of the educational process:

- Target: The share of disciplines (modules) of the educational programmes curriculum implemented on the platform of open education online courses.

- Target: Percentage of students satisfied with the educational process service support.

IV. CONCLUSION

The following mechanisms can be used as tools for solving the tasks of higher educational organizations development strategic planning in the modern conditions of the digital economy development: compliance with the requirements of federal state educational standards and professional standards; flexible curriculum structure; the content of the main professional educational programmes built on a modular principle; uniform schedule of the educational process; equal teaching workload of the academic teaching staff; individual (flexible) educational paths; adaptation of the academic teaching staff to the modular principle of the educational programmes implementation and the individualization of training; adaptation of students to the independent construction of the educational path, including the previously mastered competencies and acquired knowledge and skills; the transformation of the academic teaching staff functionality; support of methodological and technological solutions by the system of educational activity automated management, providing, among other things, the flexibility increasing of educational paths and the development of students' skills of regular academic work.

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