

Tuuli Mirola – Sari Jokimies (eds.)

**CHALLENGES AND OPPORTUNITIES OF DIGITAL ERA -  
CODe**

**Seminar in Lappeenranta 22.-25.9.2014**

Saimaa University of Applied Sciences 2014

St Petersburg State University of Economics

**Saimaan ammattikorkeakoulun julkaisu**

**Saimaa University of Applied Sciences Publications**



Saimaan ammattikorkeakoulun julkaisu

Sarja A: Raportteja ja tutkimuksia 44

ISBN 978-952-7055-01-4 (PDF)

ISSN 1797-7266

## **Digitalisation: a revolution of learning**

The current decade has seen fundamental changes in many fields due to the digitalisation of operations. In many business areas, the digital economy has led to a complete revolution and reassessment of the former principles of earning. Innovations have been radical and the changes in operating models have required the development of whole new competencies.

Digitalisation has also transformed the world of higher education and teaching – and the transformation continues still. In this sector as in any other, digitalisation means improved availability and shrinking distances. Time and place lose some or, in some cases, even all significance. Open online courses allow large numbers of participants and take learning outside the traditional classroom.

It takes no great leap of faith to conclude that digitalisation is creating a whole new generation of learners and even changing our conception of learning. Learning is moving from a formal group process towards an increasingly open, continuously occurring free-form process not tied to fixed locations.

Some of the most daring predictions foresee a generation of nomadic learners emerging. Learning and course credits will be gathered from any corner of the world, wherever the best sources of knowledge can be found. This scenario would also mean the diminished significance of degrees and institutions of higher education as they are today.

Online environments release us from strict learning formats and the shackles of time and place; still, not all consequences of the learning revolution are positive. The progress of digitalisation cannot be halted, and it will probably take years or even decades to see the full impact that decreased social communication will have on learning or on society as a whole. Reduced social cohesion will certainly change the world.

The digital revolution of learning will force institutions of higher education to develop new pedagogic skills and, above all, whole new kinds of operating models. Large international commercial operators already offer online courses in many parts of the world. Institutions of higher education must become active participants in the process of digitalisation and take their place at the forefront of the field, taking action and changing the world instead of echoing the work of others.

Anneli Pirttilä

Rector, Saimaa University of Applied Sciences

## CONTENTS

FOREWORD .....	3
Irina Ignatyeva Virtual education: problems humanization .....	6
Svetlana Ovcharenko, Svetlana Syrova, Anna Aunina Virtual technology as a phenomenon of social education – harm or benefit .....	10
Larisa Alekseyevna Gromova, Aleksandr Vasilyevich Kondrashin, Irina Nikolayevna Churilina Studies of the competency profile of university teachers for determination of involvement into the virtual educational environment ....	15
Irina S. Petrova, Larisa A. Gromova Globalization of the universities: research of opportunities and threats for Russian system of high education .....	23
Lyubov Dzhurinskaya, Olga Grokhovskaya Computer technology in the training of specialists in social work .....	30
Ekaterina Sergeevna Lapteva, Nataliya Anatolievna Chubykina Business game in medical students teaching .....	35
Zoya Apevalova Teleconference interactive technologies of carrying out the modeling games for environmental management .....	42
Larisa Nikulshina Project method in designer education .....	47
Evgeny Oshin Realization of commercial remote learning projects for production companies .....	51
Andrei Miroliubov Success factors in Implement of mobile technologies in Russian enterprises .....	54
Irina S. Petrova, Anastasia A. Naletova, Natalia B. Safronova The practice of using digital resource in CRS's studies as a modern social challenge in the field of high education .....	65
Ekaterina Sycheva, Evgenia Vassel Training in computer literacy as a dialogue of generations .....	71
Anna Dubko Decision-making patterns of schoolchildren while adding friends on social network sites .....	78

Alexander Shulgin As time goes by: 'Constant values' and changing world in textbooks of Russian language for beginners .....	83
Trifonova N., Borovskaya I., Sarakhanova N. Issues of CSR principles transfer in Russian universities partnership .....	88
Irina Churilina, Elena Egorova, Alexey Musakin Ways to develop professional competences of HoReCa staff in Russia	99
Svetlana Tereshchenko, Natalia Speranskaya Internationalization of higher education in Russian Federation .....	106

# Virtual education: problems humanization

Ignatyeva Irina  
The Herzen State Pedagogical University of Russia  
iifed@mail.ru  
St. Petersburg, Russia

## Abstract

The article analyzes the concept of "virtual education". Considered a virtual educational space in the aspect of communication educational subjects. The virtual educational environment is created not only participants of educational process, but also technical means. The concept of "virtual education" - the term is broader than distance learning. The latter is the only one of its forms. Distance learning involves the presence of a technical intermediary in the communication interacting subjects that cause both positive and negative consequences. In the process verbal communication person gives another a certain intention. Technical means of transmitting the message of the device creates certain problems in the transfer of a typical speech intentions. This creates, in turn, communicative, social problems among the trainees, including business, social, interpersonal communication. In this sense, an important development, further improvement and application of humanitarian technologies. This technologies base on the principles of subject-subject communication. The article substantiates the necessity of application of humanitarian technologies in the training process in the university. Humanitarian technologies aimed at development of methods of systematization, organization and systematization targeted collective human activity on the basis of modern humanitarian knowledge. In relation to the individual humanitarian technologies can be thought as the complecs of most effective techniques that allow a person to carry out its activities aimed at the satisfaction of his own needs-opportunities and needs of other people.

Keywords: Virtual education, Virtual educational environment, Distance learning, Communication, Intentions, Humanitarian technologies.

The term "virtual" is borrowed from the Latin language, derived from the word "virtus"back to "vir" - male, man, warrior, courage, strength. The concept of "virtus" entered in the late-Roman, then in European medieval philosophy in the sense of "valor", "virtue". In the modern romance languages the word "virtualis" means possible; one that can or should appear under certain conditions". This meaning dates back to the opposition "current - potential". From the philosophy of the concept of "virtual" penetrates into science, first in mechanics, then in physics (Игнатъева 2000).

Today in the literature uses the term "virtual education". Largely features of virtual education are determined by the properties of specific educational space. Under

virtual education we understood the process and result of interaction of the subjects and objects of education, which creates a "virtual educational space", the specifics of which define the data objects and subjects. The existence of virtual educational space outside communication educational subjects and objects impossible. Virtual educational environment is created only by the participants in the educational process, not only technical means.

Hutorskoy A.V. (Хуторской А.В.) applies to virtual education spherical model with an infinite number of degrees of freedom, the center of which is a personal educational potential of the person, with respect to which there is its development. United center of education of all people in such a model is missing, each of them develops about their individual entity. The concept of "sphere", "trajectory", "space", etc. are used by the author in a strict mathematical sense, and as a pedagogical model representations that helps to visualize the process of education. Spatial model of education implies the possibility of creating different educational spheres, in which will be individual for each development. Building a spatial model of virtual education leads to the view of man's inner world in a multitude of expanding areas: intellectual, emotional support, cultural, historical, social and other (Хуторской 1999).

The concept of "virtual education" - the term is broader than distance learning. The latest is the only one of its forms. Virtual education can be provided in full-time and part-time mode. Distance educational technologies allow to expand opportunities of full-time education, increasing mutual accessibility remote from each other subjects of educational interaction.

Distance learning involves the presence of a technical intermediary in the communication interacting subjects. This has both positive and negative consequences. In the process of full-time training mainly takes place direct communication, which is manifested through verbal communication. In the process of verbal communicative behaviour communication is more fully in emotional and hermeneutic aspect.

In the process verbal communication person gives another a certain intention. The concept of "intentionality speech behavior", "speech intention" is frequently used in philosophy, linguistics, and learning theory. The term "speech intention"

is understood as an intention of the speaker to make a speech addressed the action of a practical nature, carried out in the speech act in the coordinates of "I - you - here - now."

Technical means of transmitting the message of the device creates certain problems in the transfer of a typical speech intentions. This creates, in turn, communicative, social problems among the trainees, including business, social, interpersonal communication. In this sense, an important development, further improvement and application of humanitarian technologies. This technology, based on the principles of subject-subject communication.

In modern education, the question on necessity of development of each specialist qualities humanitarian technologist: formation of each young professional communicative competence, creativity, cultural education. In the framework of this direction in The Herzen State Pedagogical University of Russia since 2007 realized innovative educational program "Development of innovative system of training specialists in the sphere of humanitarian technologies in social sphere".

Humanitarian technologies aimed at development of methods of systematization, organization and systematisation targeted collective human activity on the basis of modern humanitarian knowledge. Components of humanitarian technologies are knowledge, ideas, symbolic environment. "Humanitarian technologies" is the technology of production, modification and implementation of meanings. These technologies can be considered as a system of scientific knowledge, which enables to realize specific human idea of using certain conditions, means and methods

In relation to the individual humanitarian technologies can be thought of as the most effective techniques that allow a person to carry out its activities aimed at the satisfaction of his own needs and needs of other people. Mastering of the humanitarian technologies implies the transition to another level of thinking based on socio-cultural attitudes, on the principles of communicative competence.

Humanitarian technologies are of great social importance. They allow to establish contact, to find unity between the individual and society. They allow you to create and change the scope and rules of behaviour of people. These technologies are aimed at improving ethical standards, contribute to the development of



intellectual potential and creative abilities. Humanitarian technologies should be owned by people related to the management, business, government and so on.

Humanitarian technologies as elements of technology in General suggest actions, research and analytical, informational, organizational, where there is always a certain algorithm. At the same time, the elements of this humanitarian algorithm not have clear definitions and correct mathematical evaluation. They take into account both rational and irrational side of man.

Wide dissemination of humanitarian technologies involves the creation of special teaching methods, that is, the creation of new pedagogical technologies. In a broad sense the pedagogical technology is understood as a project of teaching process (level of the entire institution and a separate faculty, individual training programs and professional-pedagogical activity of the University teacher), developed on a scientific basis, the procedures of which are effective for getting exactly the predictable result in the formulation and solution of any academic tasks (Бордовская 2007, p. 96-97).

The technological approach to teaching aims to construct a learning process, starting from the specified source: social order, educational orientations, goals and content of education. Russian universities are switching to multi-level model of learning and the implementation of the Bologna Declaration, which requires new technologies of organization of independent work, pedagogical support and psychological support, additional and remote education, forming of information-communicative environment, which requires the application of humanitarian technologies.

### **List of references**

Бордовская. Н. В. 2007 Гуманитарные технологии в вузовской образовательной практике: Теория и методология проектирования: учебное пособие. СПб.: ООО «Книжный Дом»,

Игнатъева И.Ф. 2000 Проблема артефакта: онтология, гносеология, эпистемология.- Великий Новгород. Изд-во Новгородского гос.

Хуторской А.В. О виртуальном образовании // Интернет-журнал "Эйдос". - 1999. - 30 марта. <http://www.eidos.ru/journal/1999/0330-06.htm>.  
Полученный доступ 22 июня 2014

## **Virtual technology as a phenomenon of social education – harm or benefit**

Ovcharenko Svetlana, Syrova Svetlana, Aunina Anna  
St. Petersburg State University of Economics  
kafedra\_tipsr@list.ru

### **Abstract**

The use of a computer and the Internet today is an objective necessity of transition to individual learning university students and create a unified educational space integrated into the international sphere, and projected changes in the labor market: reducing the number of persons employed in production and an increase in the service sector. The article deals with concepts such as "virtual world", advantages and disadvantages of this phenomena; the value of the Internet to globalization processes of the human community; use of virtual technologies in social education; the value of the Internet to globalization processes the entire human community.

In Wikipedia gives the following definition of "virtual world" - an online community in the form of a computer-simulated environment, through which users (residents) can communicate with each other. Today, information computer network of the Internet creates a "virtual world" - the basis of humanity, sustainable global development. The network is a social, cultural, economic phenomenon, which allows enabling people to learn, communicate and work.

Besides communication, Activity, entertainment "virtual world", are increasingly using virtual business worlds, including education (distance learning - online, for more effective use of it). "Virtual World" - is an artificially created world, which creates the illusion of the existence of real things. It identified two categories: 1) the creators of virtuality; and 2) consumers virtuality. Of the positive properties of the "virtual world" note its diversity, accessibility, opportunity for creativity, imagination, etc., safety and personal security, closeness to the interlocutor contributes (or not) social adaptation, gaining experience Internet user. Of the negative, destructive (minus) properties of "virtual world" include: isolation, addiction (dependence), the conversion of an end in itself, mechanicalness (especially in the field of human relations), depersonalization, develops sensory degradation (except audiovisual), does not develop and does not employ various human feelings.

Internet - integrated environmental spaces in which are inactive hundreds of millions of people to meet three basic needs: communication, cognition and games. Social virtual space of the Internet as neosferne phenomenon an autonomous entity, active influence on the world of objects. Development of virtual networks to become a factor that can be considered a formative culture of virtual reality. The latter creates an illusory immaterial world, separate from reality. However, it is recognized that particularly interesting virtual worlds (cyberspace), created by modern information technology. Now, in the 21st century there are three fundamental leading computer technologies: the Internet, artificial intelligence and virtual reality. In place of the reader, "typographic" man came mass consumer audio-visual products. This raises the problem of choice - in which the worlds of man be what the world will be his true reality. The reality is that "real" and "virtual" worlds complement each other and continue can be considered as a whole.

The processes of globalization have changed the world values, a paradigm of social knowledge spaces. All penetrates deeper into the education system, the virtual world by using a computer and the Internet. Dictated by the need to use the transition to customize student learning in higher education, as well as the predicted structural changes of the modern labor market: declining share of employment in manufacturing (from 30.7 to 24, 0%), and increase the proportion of persons employed in the service sector (with 26.3 to 31.6%). Training university students using virtual technology allows individual and combined type of study, to combine various training courses and materials from various universities in the framework of various educational space. However, there is a problem "loss of sociality" and the appearance of "one-dimensional man" with similar opinion and behavior. Communication networks, the exchange of information takes place in the virtual space. The main function of the Internet to become a communicative society, uniting people in a particular resource. Social networking has become a powerful tool of influence on the younger generation. Virtual (illusory) world become more attractive to people. Hence there is a possibility of formation depending on the "virtual." Departing from the real issues in the virtual world, young people begin to perceive it as part of reality. According to GV Nesterovoj almost all interviewed university students use the Internet, with

53% of them spend every day on this network from 1 to 3 hours, with the purpose of communication - 96%, "download" files (movies, music, etc.) - 79% "online games" - 31%, searching for information for school or work - only 19%. Consequently, the virtual world for young attractive as entertainment - Connect with your friends that interest them. 84% of respondents as the positive side of social networks noted the ability to view files, photos and videos of other users. According to estimates of youth Internet gives them the opportunity to correspond to the network (56%), information and communication innovations (28%), self (18%), to avoid the conventions of the real world (16%). And according to 86% of the respondents' virtual communication does not replace the real". But it should be noted that today's youth to become totally dependent on Interactive virtual world, especially from online communication. Formed the problem of "loneliness in the crowd" a departure from the real problems, deterioration of physical and mental health of young people.

Currently, information society, education is becoming more popular and this is considered normal. In this case, the two essential activities of the University - Education and Science, added a third - an innovative, developing new products sold in the education market. Scientists at the university acquire the status of experts, and the universities become the subject of economic activity, whose purpose is to sell services information. Student status changes and he becomes a client recipient of educational services. Maintaining a high quality of education is due to the "polyphony" of learning and dynamic educational process. The main task of the university in this area does not become a problem-solving training, and learning how to learn to solve the problem.

In these conditions, the traditional elements of the structure of the University will be engaged interdisciplinary programs, and the students' knowledge - to become a commodity.

The process of transformation of modern education is inextricably linked to the extensive use of information and communication technologies (ICT) in the educational space. Today the Russian market offers educational services to their wide range of different subjects, including the direction of training "Social Work", with the use of various types of ICT training programs for gaming, virtual environments, etc. Last ("virtual education"), a new phenomenon - a kind of

"virtual field, the world space" causes communication between subjects of various kinds, electronic and written, printed.

According to students in high school students among them most popular multimedia tutorials (over 80%), electronic educational-methodical complexes in various disciplines (from 60 to 100%), digital libraries (50%), as well as almost 100% named Internet resources and systems automates testing. A distinctive feature of the current generation of students learning are: high speed, convenience, new methods of preparation, perception and storage of information online (virtual world), that is remotely or online - free time to communicate with teachers. Virtual learning environments become more and more perfect, taking first place in the importance of applying, because they contain all the necessary information to students and faculty lectures - presentations, tutorials, guidelines, links to Internet resources, auditing, electronic assignments, notebooks, blogs and forums for communication. In addition, virtual education opportunities and has advantages, for example, to obtain a second higher education or training as a way to post-secondary professional education (special education). Also the most successful techniques in the field of social education, in particular - sociology and social work. However, it should be noted that the virtual technology can not completely replace the traditional, classical university education, but may make it more convenient, affordable and diverse to master. Significant component of virtual education takes strong motivation to learn and educate themselves, without which successful learning becomes impossible. Not every student is able to learn without being in a real, not a virtual environment. Even lower percentage of students capable of high-grade quality self-education. In Virtual Technologies observed anonymity teacher, it only performs the role of manager, providing a learning process, not as a teacher, but as a provider of information carriers. Learner student spends considerable time searching and ordering information material obtained through the Internet. The optimal solution to this problem is the creation of virtual environments training (programs), for example - Virtual University, which offers comprehensive and high-quality virtual services. The most important place in the virtual training of university students take educational portals for a specific subject matter (educational programs): organizational-oriented, distance education and support.

Accordingly, based on the foregoing, we conclude that virtual technologies are innovative, progressive and promising phenomenon of modern social education. Virtual environment creates a new educational space, has great pedagogical potential. Through its use of students, students can more effectively master the different range of values of the real world, and it includes a virtual component.

## **References**

1. Vasilenko IV Russian Internet community in contemporary transformation processes. - Abstract. PhD in sociology. Volgograd, 2007.
2. Virtual World: harm or benefit? Formation of the humanitarian environment and extracurricular work at the university, college, school. Proceedings of the V Regional Scientific and Practical Conference, May 27, 2003 - Perm: Perm State Technical University, 2003 - Vol.1 - S. 222 - 227. [Http://trunoff.hotmail.ru](http://trunoff.hotmail.ru)
3. Demchuk A. Artamonov Yu et al Virtual education: reality and prospects. - Moscow, 2004 <http://www.masters.donntu.edu.ua>
4. Zhuravlev EJ Social virtual reality of a global information network Internet <http://www.dslib.net/filosofia-texniki/>
5. Nesterov GV Influence of the Internet and social networking for youth (for example, YSU them. Bunin) - Ekaterinburg; YSU them. Bunin <http://sibac.info/>

## **Studies of the competency profile of university teachers for determination of involvement into the virtual educational environment**

Larisa Alekseyevna Gromova

(Professor, Doctor of Philosophic Sciences, Dean of the Management Faculty of A.I. Gertsen's Russian State Pedagogical University, Head of Social Management Chair, St. Petersburg)

Aleksandr Vasilyevich Kondrashin

(Professor, Doctor of Military Sciences, Vice Dean of the Management Faculty for educational work at A.I. Gertsen's Russian State Pedagogical University, St. Petersburg)

Irina Nikolayevna Churilina

(Assistant Professor, Candidate of Economic Sciences, research tutor for students of the Management Faculty of A.I. Gertsen's Russian State Pedagogical University, St. Petersburg)

Annotation: The article presents results of pilot studies of the involvement level of the academic teaching staff of the Gertsen's University in the virtual learning environment

Key words: virtual educational environment, e-learning, competency profile of teachers, e-learning methods, distance education, on-line learning, electronic technologies, virtual communication

The virtual educational environment is a telecommunication environment that ensures implementation of the education process, its information support and documentation in electronic networks with the use of unified technical facilities (*Figure 1*). Access to the virtual educational environment may be granted to any education institution irrespective of its specialization or the education level provided. Working tools for the virtual educational environment include various electronic technologies that actively utilize the Internet in the education process. Such type of education is called "e-learning" and it permits not only to develop the distance education of students, but also opens possibilities for professional development of employees of modern enterprises [2,6].

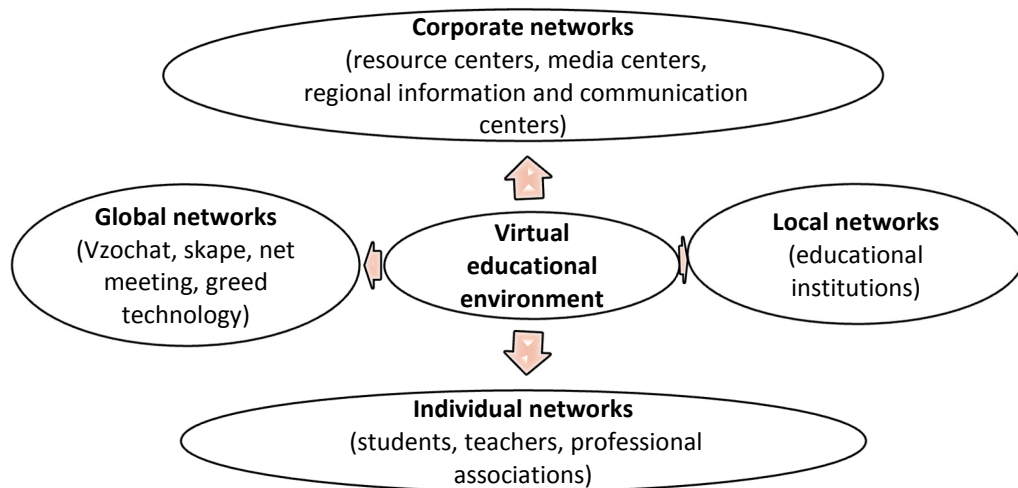


Figure 1. Virtual educational environment

The Federal Law of the Russian Federation "On education" views e-learning as a process of "organization of educational activities with the use of information technologies, technical facilities, information and communication networks, ensuing information transfer for improvement of the efficiency of interaction of trainees and educators" [1]. Introduction of e-learning is necessitated by the fact that information in the form of texts, formatted and structured for better readability, multimedia materials with video, audio and graphic embedded objects is a guarantee of successful retention of educational material [3,7,8]. It is important to emphasize that e-learning does not annul traditional education forms, but upgrades them by improving communication between teachers and students. Utilization of capabilities of e-learning and the virtual educational environment enable knowledge control [5,11].

In 2005 procedures for utilization of distance learning technologies were approved in Russia, but after the new Law "On education" came into force these procedures have not been reviewed. It may be assumed that it gives rise to a number of problems with development of a unified virtual educational environment and with establishment of a unified competency profile of a higher-school teacher and can influence on e-learning tools.

To maximize the efficiency of e-learning, a model of the virtual educational environment shall include all possible methods, techniques and combinations thereof [9]. *However, it is far from it, most of educational institutions focus on one*



or another type, trying to enhance it with additional capabilities of other technologies of distance learning [10].

Due to the growing demand for access to education from any place, a high level of information and communication competency of a modern university teacher is vital for dealing with problems of continuous vocational education and lifelong self-education [2,3,4,5,7,8, 9,11].

To determine problem areas in mastering e-learning methods and tools we conducted a research at the Gertsen's University. The pilot survey covered 175 university teachers and 314 students.

Based on the survey results, the following data was obtained: in general, the self-rating of computer literacy among the interrogated teachers is high. However, the students rate the computer literacy level of their teachers as medium (Figure 2).

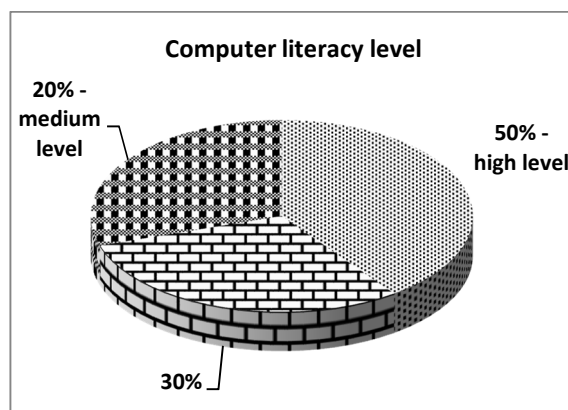


Figure 2. Computer literacy level among teachers

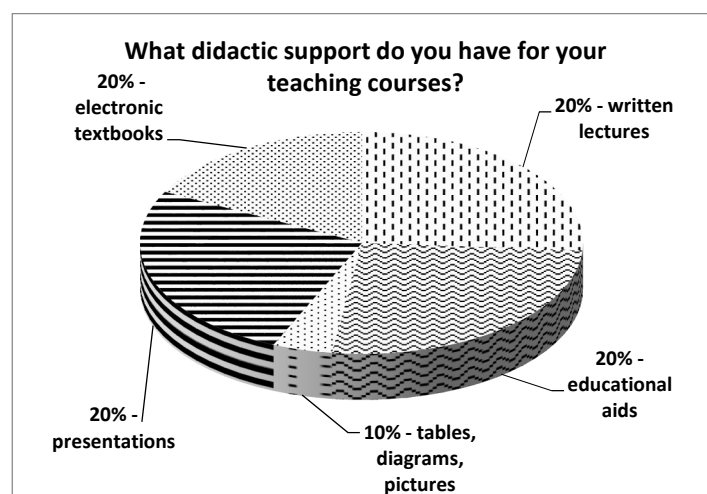


Figure 3. Didactic support of classes delivered by the teachers

The teachers conduct classes, using both conventional, active and interactive forms of teaching. It is important that 20% of them have author's electronic textbooks. Survey among the students showed that they give a high rating to didactic support of lectures and practical classes delivered by their teachers (Figure 3).

Participation in virtual professional communities is not a key tool for virtual education, since only 10% of the teachers use this information resource for their professional growth and educational process. This fact is confirmed by a low level of the respondents' participation in Internet-conferences, webinars and other web-based forms of professional communication. It is interesting that the students do not view the participation of their teachers in virtual communities and Internet-conferences as an important educational tool (Figures 4,5).

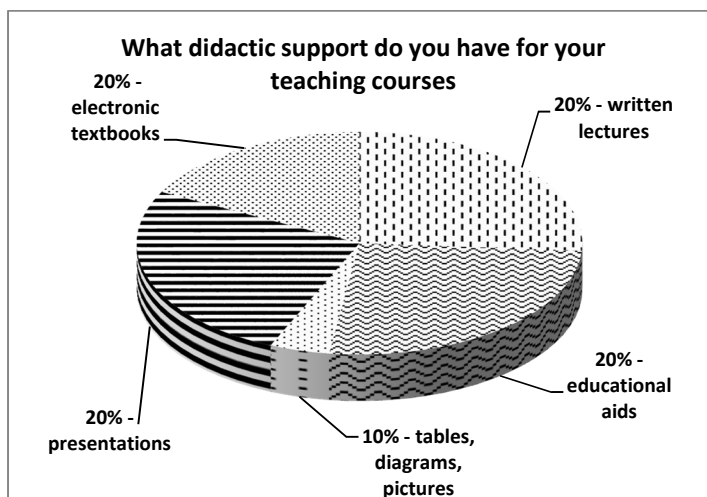


Figure 4. Utilization of the virtual professional environment in teaching

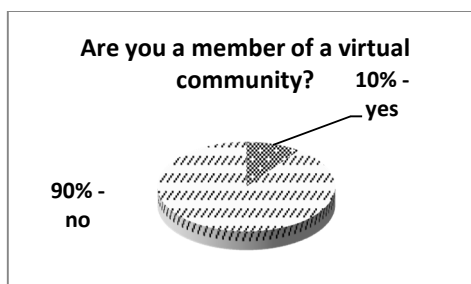


Figure 5. Internet activity of the teachers

The study showed that 15% of the interrogated teachers run a live journal, while only 2% of the interrogated students sometimes read such electronic publications (Figure 6).

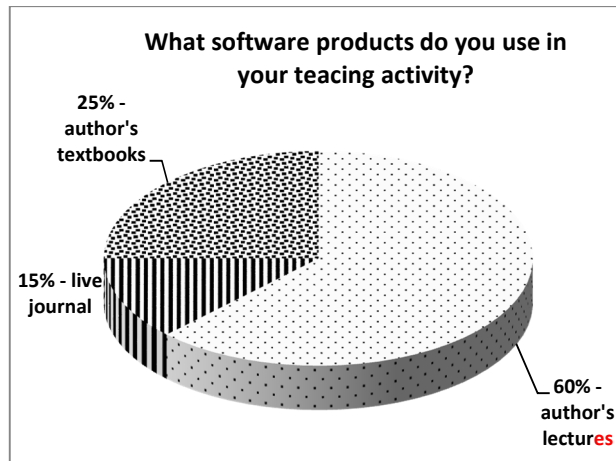


Figure 6. Preferred e-learning tools

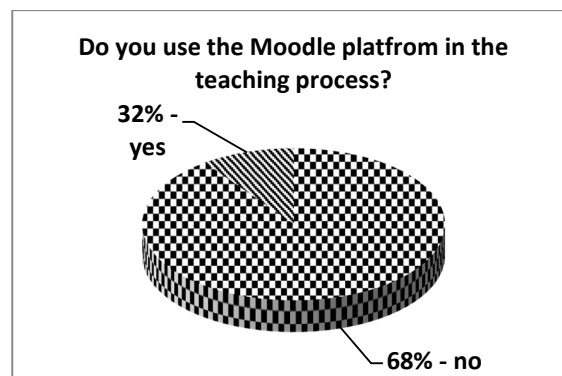
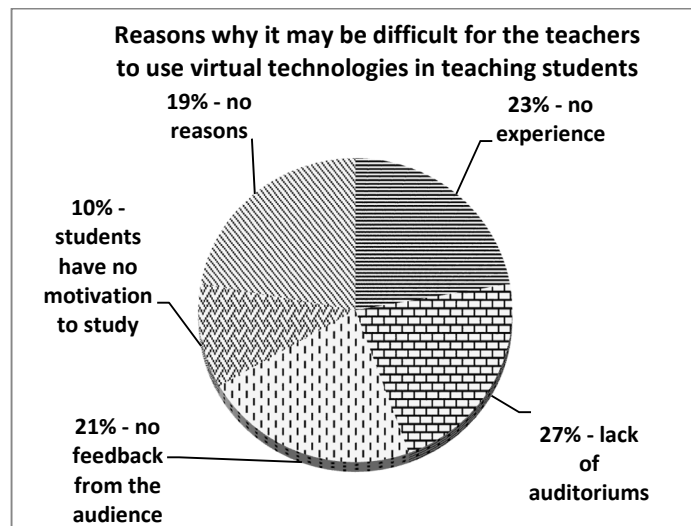


Figure 7. Utilization of corporate networks in the educational process

Distance learning is widely used on the basis of corporate and private electronic networks. The pilot research showed that only 32% of the interrogated teachers use corporate networks in their activity. The rest of the respondents (68%) prefer using their own educational sites, mobile forms of education, e-mail, web-technologies not associated with corporate information networks. This situation may be explained by the fact that individual networks in the education environment are developing faster than corporate ones. Hence, communications established in such networks are more stable and preferred by the teachers. Another factor affecting the preference of individual networks over corporate ones relates to insufficient capacities of corporate information resources and their dependence on many external factors (Figure 7).

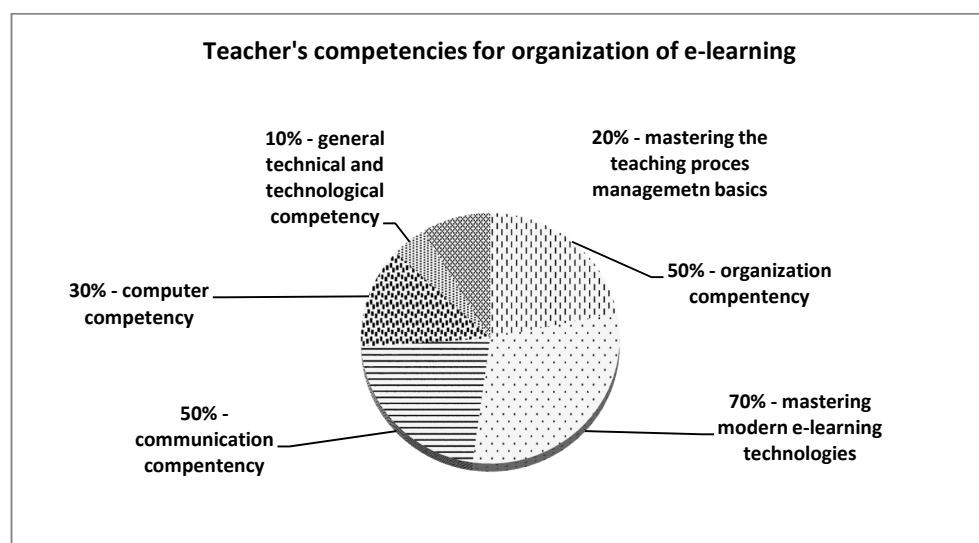
In the course of our study we attempted to identify the reasons, preventing the university teachers from introduction of virtual technologies in the teaching process. Most of the respondents pointed out that current corporate and private virtual educational networks lack for necessary resources required for efficient

utilization of e-learning (*Figure 8*). The teachers also state that they lack for work experience with such resources, and the students have no motivation to study. That is why even when modern electronic technologies are used, the learning results are not as planned, since most of students do not want (or do not know how) to use active forms of virtual communication. According to the pilot research results, 30% of the interrogated students prefer conventional lectures and paper textbooks.



*Figure 8. Problems with e-learning utilization*

The teachers consider the need for organization of the teaching process and advanced training in interactive electronic technologies as the primary problem in the e-learning implementation (*Figure 9*).



*Figure 9. Competencies required by the teachers for effective utilization of virtual educational environment capacities*

Thus, the pilot research at the Gertsen's University revealed that the crucial tasks for improvement of the efficiency of the university's virtual environment include: 1) improvement of the information competency level of the teachers; 2) extension and update of the resource base; 3) development and establishment of new international network educational programs; 4) organization of advanced training in utilization of corporate educational networks for students [4].

## References

1. Federal Law of the Russian Federation "On education in the Russian Federation" (N 273-FZ dated 29.12.2012). Article 16. "Implementation of educational programs with the use of electronic learning and distance education technologies".
2. L.A. Gromova, P.A. Bavina, A.V. Kondrashin et al. Project management of education programs as required by federal state education standards for higher vocational education of the third generation (based on experience of the management faculty of A.I. Gertsen's RSPU) – teacher's edition / 2.L.A. Gromova, P.A. Bavina, A.V. Kondrashin; A.I. Gertsen's Russian State Pedagogical University, post-graduate institute, management faculty, social management chair. St. Petersburg, 2010.
3. V.V. Smirnova, I.N. Churilina, P.A. Bavina. Specific features of human resources management in the innovation process // XXI century management: current trends in education and business, collected scientific publications based on results of XIII International Scientific and Practical Conference. SPb.: Asterion, 2013. p. 28-31.
4. L.A. Gromova. Network interaction as an effective mechanism of resource center development // Universum: Gertsen's University Bulletin. 2008. № 3. p. 30-31.
5. L.A. Gromova, V.V. Timchenko. Distance education technologies in training of managers // material of the scientific and practical conference "Pedagogical Design". – SPb., 2004. p. 68-70.
6. M.E. Vaindorf-Sysoyeva. Monitoring technologies for application of new software products and innovative equipment in education: guidance manual. – M.: МГОУ, 2010, p. 31.
7. D.S. Konovalov, A.V. Kondrashin. Methods of integrated evaluation of establishment of professional competencies based on studies of the "Management theory" module // Topical problems of humanitarian and natural sciences. 2013. № 12-2. p. 230-234.
8. A.M. Merkulov. Teaching with the help of mobile devices – a new paradigm of electronic learning // Young Scientist, 2012, №3, V.1. p. 53-57.
9. A.V. Ostroukh, A.M. Merkulov, M.I. Ismoilov. Corporate training. Personnel training on the basis of a professional community model and greed-technologies: Monograph // LAP LAMBERT Academic Publishing. Saarbrucken, Germany, 2012. - 184 illustrated. – ISBN 978-3-659-23865-9.

- 10.I.N. Churilina. About certain specific features of the personnel policy in education under innovative economic conditions // Economics and entrepreneurship, 2013, № 11 (40), p.105.
- 11.I.N. Churilina. Application of interactive technologies in establishment of competencies of an innovation manager // Bulletin of Baltic Pedagogical Academy. 2009. № 88. p. 43-46.

# **Globalization of the universities: research of opportunities and threats for Russian system of high education**

Irina S. Petrova  
Ass. Professor, Herzen State Pedagogical University,  
St. Petersburg, Russian Federation  
manag@mail.ru

Larisa A. Gromova  
Professor, School of Management, Herzen State Pedagogical University,  
St. Petersburg, Russian Federation  
gromova@herzen.spb.ru

## **Abstract**

The following article provides a reader with the results of research of the main factors that determine vision of university in the future. It also demonstrates the goals and objectives of higher education and the role of IT and digital learning from the student's perspective. The article also introduces some recommendations on building-up a more competitive image of a university. Moreover, it draws some conclusions on the level of preparation of students for a comprehensive impact of IT and digital technologies in educational process.

Key words: future university, digital learning, high education

## **Introduction**

The global process of informatization determinate the current level of professional qualification of the employees and human resources, one of them is the IT competence. This problem is particularly relevant to the modern education system, where were appeared some mainstream trends for the last couple years, among them are:

- increasing level of staff and student exchange;
- rapidly changing market demands the employee's competences (like NBIC - "Nano-Bio-Info-Cogno");
- radical changes of the University's role in a way rising up the impact of digital technologies in educational process.

These facts are closely related to the new wave of digital technologies development in educational sphere,

- increasing volume and easy access to the IT technologies for everybody,
- growing level of the total automatization in all spheres (like, DIY - "do it yourself")

- developing of «smart technologies» without geographical and time based borders.

All these facts are totally new for the customers of educational services and have to be researched for future understanding. In the current situation these trends are highly important and indicated in the Strategy 2020, policy documents Ministry of Education and Science of the Russian Federation, the Road Map of the education system in Russia, and the other social and economic development programs.

For example, here are just a few excerpts from strategic objectives outlined in the above mentioned documents:

- enhancing the role and place of education and science in the construction of «knowledge economy»,
- increasing the competitiveness of Russian science and education in the World (entry of Russian elite universities in the world's leading ranks),
- concentration of scientific research in the priority areas of the industry RF.

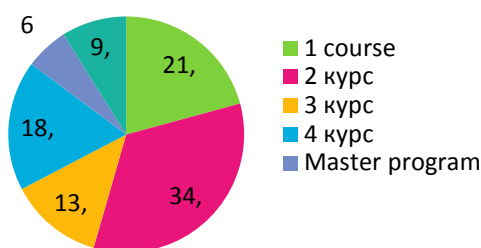
Strategic objectives of the higher education System by 2020:

- creating a system of multi-level education (including mass online education);
- training of qualified personnel;
- integration of science and education for the purposes of intellectual support of the modernization process;
- developing the system of the «Life Long Learning»;
- «Splice» the science high-tech and business via clustering universities business and professional communities
- «Corporatization» of universities (students as shareholders of universities corporations) etc.

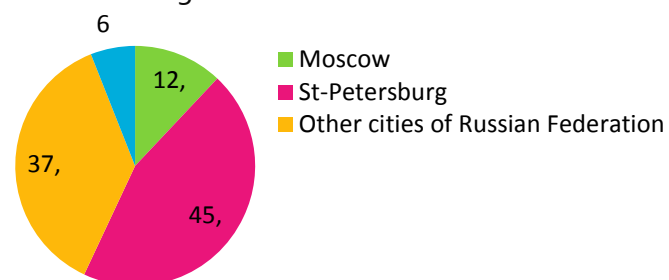
The strategic objectives and goals of the higher education system declared by the Government are legitimated with the demand of the labor markets (domestic, international and global). Nevertheless, they are not the same with potential and direct consumer (students) needs.



Year of education distribution



Place of living distribution



According to this hypothesis, we initiate scientific and practical research based on the main purpose: to study the goals and objectives of students who study at the Russian University now, their personal expectations from the higher education degree; vision «university of future».

### Relevance of the research

In the increasingly globalizing World, universities are obliged to prepare students to effectively use the IT and digital technologies. It is due to the requirements of international working environment and global markets needs. For this purpose, it is necessary to cooperate closely with business. On the one hand, it has to be done to be more up-to-date with the modern trends. On the other hand, another goal is to provide students with the new technologies of learning and a more suitable study program on a base of digital technologies «of the future».

### Design of the experiment

The research was initiated by the Department of Social management of the School of Management, Herzen State Pedagogical University of Russia. The research was organized via on-line application (questionary). The target group of respondents was the university students from the Russian Federation and Commonwealth of Independent States. The experiment was held on the first week of March 2014 and finished on the last week of May 2014. Questionnaire had mainly open-ended questions related to the vision of higher education future. They included: «What do you expect from the diploma?», «What do you think about the learning technologies at a University of the future (2030)?» «What do you think will be the university of the future (in 2030)?».

Respondent attributes: 120 people (58 - female and 62 - male) from St-Petersburg, Moskow, Kazahstan, Nalchik, etc.

Methodology: On-line Surveys. Questionary had «open answers». The sample of respondents was carried out randomly. Average Age: 21.

Among the students more than a half - 54% has future specialization as a manager, 15 % - marketers, 13 % - IT specialists, 13% - physicist and engineer, 7% - teachers.

### **Objectives and structure of the research**

- Finding the dependence between the expectations of the future and choosing the University / specialization?
- In addition, the researchers are interested in satisfying the students with the modern quality of education at the university. They also want to meet the expectations of the students considering the image of a University of the future?

All the questions were divided into 2 blocks with the 5 sub-questions: First **block** included questions about studying at the University and the personal choice. Second **block**: the questions about the future vision of the University and the role of the IT technologies in the educational process.

- I. The block included questions about studying at the University and the personal choice.

#### ***The block 1, question 1. «Why do you need a diploma of the higher education?» Following answers were received (%):***

In most cases men and women replay different:

- Men mostly need «diploma» because of «good job and high salary» - 38 %, (women - 32%);
- 45% of women need «diploma» because of the knowledge, men - only 13 %.
- Also very anxious index is that 34 % men's and 18 % - woman's - study at university because parents choice. 15 % men's and 5% - women need the diploma just for a «social status».

That means that more than a half of the respondents couldn't get the meaning of education and just «spent» their time at the University. They did not consider becoming high quality professionals as their priority.

More than that, as we can see from the research, none of the respondents mentioned their expectations of hi-tech basis of the university laboratory or actual modern methods of education as a priority while choosing the university. From

one perspective, it means that students do not associate their specialization with the needs of the IT-competencies. From the other perspective, they think it is logic and obvious.

***Block 1, question 2. «Why did you choose this profession?»***

- 71% women and 54 % men are interested in this specialization and want to know about it as much as possible;
- 15% woman and 27 % respond that this specialization is highly demanded by the market;
- 14% men and 19 % of woman were forced by their parents to get this specialization.

So, it means, that students «vote» and make their choice according to the traditional system of values, without keeping in mind the current trends.

***Block 1, question 3. «Did the information of the university's portal influence on your choice of this particular university (in which you study now)?»***

- 64% men and 58% women - yes;
- 8% men and 23% women - not sure;
- 28% men and 19% women - no.

***Block 1, question 4. «Why did you choose this university?»***

- 42% women and 32% men - replay that «the university is very prestigious and has a good recommendation from graduate students and their friends; 21% woman and 50% men - it just happened; 37% women and 18% men - «I had a dream to study only here, I was interested to study only in this particular place».

***Block 1, question 5. «Are you satisfied with how you are taught at the university?»***

- 73% men and 51% women - yes;
- 23% mens and 30% woman - not really;
- 4% men and 19% women - no.

As a result of the analysis, the first Block of question indicates that the most powerful influence of IT-technologies was at the stage of student's «university choice». The sources of Internet play a huge role on their choice. However, they don't look at IT-technology competence as the «market needs» or do not associate them with their future profession/specialization.

**II. Block: questions about the future vision of the University and the role of IT technologies in the educational process.**

**Block 2, question 1. «How does the «University of the future» (2030) will look like?»**

- Many different «gadgets» will be used in the learning process (holograms, 3D images, robot cleaners - 27%) University will be mostly «virtual» via Internet, on a base of distance learning without time or distant borders - 23%.
- It will be a combination of «useful theoretical knowledge» and using them in practice - 22%
- Nothing will be changed at all - 14%.
- Have no idea - 12%

Over 40% women reply to the question in this manner: «It will be a combination of «useful theoretical knowledge» and using it in practice», that can illustrate, that they are mainly interested in quality and the content of educational programs. In contrast, men are more likely to answer that many different «gadgets» will be used in the learning process (29%). It is interesting to note that men are mostly focused on the technical part of the process.

**Block 2, question 2. «How do the technologies of the education in future will looks like?»**

- 37% men and 21% women - teachers will be a coaches who will be concentrates on consultancy functions;
- 37% men and 21% women - all the educational process will be going via internet (elective courses, distant learning programs,
- 3% men and 0% women - it will be a hybrid of cyber technologies, like embedded microchip with the information installed into the humans brain;
- 4% men and 19% women - don't know.

**Block 2, question 3. «Do you think the quality of «distance learning» is lower compared with the traditional university education»?**

- 30% men and 41% women - yes;
- 28% men and 30% women - don't know;
- 42% men and 29% women - no.

**Block 2, question 4. «What is the difference in quality between traditional university and «distance learning» university in your opinion?»**

- 0% men and 21% women - «distance learning» cannot help to develop good practical skills and knowledge;

- 12% men and 0% women - «distance learning» it is not «complete» because there is no live group work and seminars, oral discussions,
- 8% men and 28% women - «distance learning» requires much more effort to study because you have to be very well organized and disciplined, 70% men and 51% women - «distance learning» - it is much more accessible.

***Block 2, question 5. «What do you think about the quality of distance learning (on-line university)?»***

- 42% of men and 45% of women are going to get extra courses on-line (additional trainings) in future
- 21% men and 18% women do not trust the quality of distance courses
- 18% men and 12% women not sure that this diploma will be recognized on the Russian labor market
- 19% men and 28% women - I have studied remotely on short-term programs or courses

**Key Insights & Implications**

- Thus it can be claimed that the process of widespread adoption of the IT technologies in training of the «high educated informational society» is only beginning.
- Students do not get the actual understanding of the real business and market requirements, according to the digital technologies environment.
- Than far they live from the «big cities» like Moscow and St-Petersburg, than more they have the skepticism to the distance learning programs. They also have less confidence and low demand in a quality of distance training programs.

## **Computer technology in the training of specialists in social work**

Lyubov Dzhurinskaya, MD, Associate Professor  
Olga Grokhovskaya, sociological sciences, associate professor  
St Petersburg State University of Economics, Russia  
Kafedra\_TIPSR@list.ru  
Ph. 8-911-957-92-23

Described methodical construction of electronic educational guidance which was created in social work of Saint-Petersburg Economical University, is included in educational process of the discipline. Electronic discipline text guidance book was made by use of new modern guidance and contain huge amount of information, which was taken from Internet, Institute web-site and world wide literature. It presents complex of educational information in different branch work program, lecture and practical materials, business games, tests, schemes, pictures, microroller and videofilm presentations.

Currently, it is necessary to the formation of the future specialists to have a holistic notion of professional activity, professional development and social experience. Modern students have different attitudes and psychology, different views and beliefs, it should be reflected in the learning process. Rapid development of new computer technologies allows more people to take advantage of the necessary information. These technologies are increasingly used in the educational process, including – distance and on-line studies.

For training in social work created a teaching software, oriented to the use of active learning methods, including remote technologies: Electronic and multimedia tutorials, computer-based training programs, electronic tests, training videos, video lectures.

In preparing students for part-time (annual enrollment of about 100 students), and remote forms used to work the on-line including the University of Applied Sciences in Lappeenranta, participation in scientific conferences, "round tables", seminars, as urban, regional, and international and overseeing the work in social service centers in St. Petersburg.

For students enrolled in the form of distance needed: motivation, self-organization, diligence, determining the starting general education and professional level. All these qualities are available for students of correspondence and remote offices, students majoring in "0404 social work". About 90% of these students are working youth. In the near future distance education using information and computer technology will play an important role in learning. (Arsentev, D. 2011. P. 13-21).

For the training of social work created training and methodological support, focused on the use of active learning methods, including remote technologies: electronic and multimedia textbooks, teaching, computer network programs, electronic tests, training videos, video lectures.

One of the important characteristics of the information society is to increase the level of professional and general cultural development by improving the education system. Currently educational process should be implemented with the help of the best teaching techniques. The rapid development of multimedia for educational purposes and new forms of education has led to the appearance of a variety of multimedia products. Based on multimedia technologies are electronic books and organized distance learning. Issue of transition to multimedia and Internet technologies in distance education, is only a matter of time. Throughout the world, an increasing number of students are enrolled in the multimedia and Internet technologies, and the growing number of universities are using them in the learning process. (Muminov T. 2011. P. 5-17).

In XXI century in the training of specialists in social work is characterized by the decision of problems of information: the use of new information technologies to improve the quality of education. Use in the educational process of new information technologies, the widespread introduction of the new generation of computers (Pentium), the appearance of the essential sources of information about contemporary literature for teachers and students, how is the Internet, the availability of a widely used database of the world literature on social work - it's a huge opportunity creation and application in the learning process of new textbooks in electronic media under the control of interactive software. The great advantage of these books is the fact that they contain in a CD-ROM disk huge amount of information.

When using electronic textbooks there should be used also training techniques that have no analogues in traditional book form. This tutorial has great potential to obtain information compared with the traditional: ease of search for the desired section, as appropriate, jump (link) to the additional information, the opportunity to see the dynamics of the processes studied. Besides electronic textbook is a flexible learning material, it simply can be amended with new information. It is integrally connected with the control and training programs through which a student can test the degree of mastery of the material. By keyword marked term educational text, you can get its definition, see the related page of any type (text, graphics, video, etc...). In the course of hypertext is automatically generated Skill multimedia computer, by means of which the student may return at any stage of view of theoretical material and may at any time to interrupt viewing theory.

For many schools the transition to multimedia and Internet learning is an objective reality, this is an example of our department, which, following the dictates of time, has developed an electronic study guide for students at the rate of social work.

Created by the construction of an electronic textbook refers to a class of a hypertext version of a textbook. It is designed in a modular and includes text, audio - and animations, graphics, natural video, and interactive elements of the game with a block and training. The textbook is designed using the latest modern guidelines for discipline and contains a vast array of different information used from the Internet web site of the Institute of World Literature and the base of social work. It is a complex of educational information of different plan: the work program of lectures and hands-on material, business games, quizzes, assignments, diagrams, illustrations, and small movies, images with animation and audio commentary. (Faiziev.M. 2014. P. 41-50).

Building management based on the standard model and the work program for the discipline. In the scenario of creating leadership laid the basic regulatory requirements for the construction of educational literature. The structure of the guide include: purpose, objectives, expected results, the theoretical part of the narrative in the traditional plan, a statement of the practical part. Includes case studies on specific examples, quizzes and tests on each topic. At the end of the tutorial is given a glossary of specific terms with explanations.



The final part is a list of primary and secondary literature. Descriptive theoretical and practical parts are accompanied by illustrations, video with sound, tabular material. Methodically building benefits does not differ from the classic textbook. Information is broken down into chapters and sub-modules.

Each section of the program for convenience is divided by type of material presented on:

- The work program (textual material);
- Lectures (text material, stocked with all the illustrations in this section), vidiomaterials, video films;
- Workshops (text information for their conduct);
- Simulation games - (the text information to the procedure);
- Tests (text message) to the complex tasks of different nature for better absorption of practical skills;
- Glossary of terms;
- A reference section, where you can get more information about using this program, and to search for the required material for terminological index.

The accumulated experience of the created e-learning management in the educational process of students suggests the following benefits of this form of organization of the educational process:

- Increase in the intensity of the educational process;
- The possibility of using this technology in the new organization of independent work of the student in the form of external studies focus on specific themes of lectures and practical exercises;
- Additional motivation and cognitive activity;
- The availability of educational materials at any time (the department, library, resource center, individual);
- The ability to self-power absorption material for each topic an unlimited number of times;

- The ability to learn new advanced technologies - in the course of work, the students better acquainted with the capabilities of the computer.

We hope that we created an electronic edition, with its inherent positive qualities - the presence of the compact-assembled contemporary basic educational material, the reliability and durability of an electronic resource, wide availability, the ability to transfer material to a distance will be useful in the practice of teachers and students and as a result will give a finite positive result - the development of the basic discipline of social work.

The use of the latest information technology is an effective and promising form of training that uses the following technologies: case-technology, distance learning using information technology, online learning, and combinations thereof. The choice of technology depends on the capabilities of the student, as well as the place of residence, ie distance from the University. In the near future, distance education using information and computers technology will play an important role in learning.

Key words and phrases: student, education, information technology, computer network, a holistic approach, kate technology, distance learning, electronic multimedia tutorials, active learning methods, video studies ,distance learning.

### **References Literature**

Arsent'ev DT, Aleksankov AM Development trend of international education at the beginning of XXI century / / International Cooperation in Education: Proceedings of the II International Conference. SPB., 2011 W 1. P.13-21.

Faiziev MA Experience creating multimedia electronic manuals. / / Experience, Problems and prospects of creating electronic textbooks on the basis of information and communication technologies. / Collection of materials science and practical conference. Tashkent-2014. P.41-50.

Muminov TA Dauletbakova MI Innovative technologies in the educational process of medical-vuzov. almaaty-2013. Almaaty. P.5-17.

## **Business game in medical students teaching**

Lapteva Ekaterina Sergeevna  
North-Western State Medical University named after I.I.Mechnikov  
Department of Nursing Care with Clinical Practice  
Head of the Department, Assistant Professor, Candidate of Medical  
Sciences  
Chubykina Nataliya Anatolievna, Assistant

One of the most important requirements of the modern medical education is introduction and wide use of active and interactive forms of lessons in the educational process. Together with unsupervised work, they help to develop and master practical skills of students. Interactive forms of education are one of the actual trends intended for the improvement of students training in higher medical schools.

Modern teacher must master both traditional and new methods of teaching since it is necessary to improve the ways of presenting material and become proficient in new educational technologies. Probably at first, it will not be easy for the teacher to evaluate the work of students during interactive lesson, as it requires not only pedagogical but also psychological skills. Nevertheless, the experience to carry out such trainings develops rather quickly and at the same time the interest to such forms of education arises. Students quickly go deep into the subject of the lesson; more easily memorize and understand the material they study being actively involved into educational process. Active education results in more effective development of practical skills, thus innovations in medical education are now closely connected with introduction of interactive methods of teaching into educational process.

Interaction of students and teachers in an interactive game promotes disclosure of new possibilities in education, development of new forms of education without the limits of the traditional forms of material presentation. Interactive methods are based on the principles of feedback, active interaction, group experience, and as a result, interaction of students leads to the accumulation of mutual experience and knowledge. At the same time individual experience for the evaluation of the situation and teamwork develops.

The teacher using interactive methods promotes development of activity and initiative of students. The role of a teacher differs from that of traditional one because in this case the teacher is a participant of the lesson, coach, leader of the game, a kind of filter in mastering the material. The role of a teacher in interactive lessons is to determine the aims of the lesson, to make the plan of the lesson in a form of tasks, exercises and games and then to direct students activity to realize the aims of the lesson.

One of the most promising ways of interactive education is a role game and business game.

The undoubtful advantages of this form of education are:

1. Maximal approach to the real process;
2. Implication of theoretical knowledge to practical solution of the tasks set by the teacher;
3. Quicker accumulation of professional experience;
4. Possibility to look through the different strategies of behavior and to master the algorithms of task solution;
5. Business game promotes accumulation of social experience, including communicative experience.

Before business game a teacher determines the main questions and aims of the game, considering the subject of a lesson. In developing a business game a teacher develops scenario of the game, makes a graphic model of the game, determines the main requirements to evaluation of the game. The basic element of a business game is its scenario, which stipulates the sequence of the game, possible roles of participants.

Preparing and realizing a business game a teacher may face with the following problems:

1. Lack of basic experience in carrying out such games, and lack of recommended literature for preparation to the game;
2. Methodological difficulties in evaluation of efficiency of different types of business games;
3. Difficulties in reproduction of games, since there is no description of games in literature;
4. Difficulties in evaluation of the results of the game;
5. Interpersonal conflict during the game;

6. Intergroup conflict continuing after the game;
7. Manipulation of participants of the game, deviation from the aims of the educational process.

The important fact in a business game is preliminary preparation since it is impossible to play something the students have no idea of, this leads to the profanation of a business game. This means that students' participation in the game requires their preliminary preparation and development of a certain competence. A teacher should control a game to avoid development of uncontrolled emotions and excitement on the side of students. A teacher is the most active person at the stage of developing, preparing a game as well as at the final stage, at the period of the analysis of the results of the game. Students should observe the rules of a game and discipline, which they must learn before the beginning of a game.

In medical education the aims of business games are:

1. Immersion of students into the environment corresponding to that of professional work of a doctor;
2. Development of clinical thinking in students;
3. Development of skills to make differential diagnostics and recommend optimal tactics for examination and treatment by simple and available methods.
4. Development of the optimal model of communication with patients and colleagues;
5. Control of professional training of students in course of business games, thus orienting students in their future practical work.

Business games in medical education have an educational role, their main idea is to train specialists, develop professional skills corresponding to high qualification. It is possible to distinguish the following models of business games:

1. Educational game "Doctor and Patient" is a variable form and can be used in different ways, e.g. one student and teacher or the game at the lecture where teacher plays together with many students simultaneously.
2. Educational game "Consultation" – the main feature of this game is that besides doctor in charge consultants and experts take part in the game. Actually, this kind of a lesson is a role game, in which there are doctors of different specialties. The game develops communicative skills and abilities to mutual work.

3. Educational game “Nursing post” allows students to master the work and organization of a nursing post, functions and relations of a nursing personnel, doctors and patients.

According to the type of these games, a teacher develops his own games for students. At the same time, it is very important to consider the aim of the game and its kind (educational or organizational). The most difficult games are educational games “Policlinics”, “Hospital”, etc.

The main aim of business games in medical education is reduction of novelty and unexpectedness in probable medical and organizational situations arising in doctor’s professional field of activity.

### **Model structure of a business game “Hospital”**

This game has an educational, informative and communicative character. Its main feature is that it can be used several times during interactive lessons at different departments while studying different subjects and with student of various degree of training. In general such games are of organizational character, they allow students to get ideas of the internal structure of the hospital, interconnection of different departments of a hospital, functions of the main workers of the hospital. The game allows the students to understand the legal aspects of medical personnel and patients relations, difficulties of organizational relations in the hospital. The main advantage of the game is its variable possibilities in developing scenario.

Scenario is based on the requirement of educational plan and subject of a lesson. Students know their roles beforehand. So they come to the lesson having already developed and overthought the plan of their activity and their role.

A teacher organizes the game and supervises its course. At the beginning of a lesson the teacher prepares the room and necessary equipment, explains the rules of behavior during the game, time of the game (2-4 hours), explains the scheme of the game for the participants to better understand their further actions,.

The recommended roles in the game “Hospital” in the educational program at the department “Nursing with Clinical Practice:

1. Chief physician

2. Secretary of the chief physician or assistant
3. Head of the medical department for curative work
4. Head nurse
5. Chief of the reception ward
6. Nurses (head, post, procedure, ward)
7. Physician of the admission department
8. Head of the therapeutic department
9. Lawyer of the hospital
10. Therapeutic patients
11. Hospital attendants

Aim of the game:

To study the structure of the hospital for further understanding of the processes the patient undergo when admitted to the therapeutic department, and also to develop the algorithm of medical personnel activity receiving a patient.

Tasks

1. To develop models of patient behavior (should be prepared beforehand).
2. To realize in the game modelling and actions of medical personnel when receiving patients.
3. To use the already available knowledge on transporting, examination, primary anamnesis taking and determination of further tactics.
4. To master the model of relations between medical personnel and administration of the hospital.
5. To find problems and gaps in the knowledge during the game.

Not less important is the distribution of the roles in the game. This part of the game is realized by the teacher. Psychological features of students previously noted in the course of training must be taken into consideration. The role of patients should be given to the most active students with a certain life position. Preparing for the game a teacher talks to them to correct the model of further behavior. The role of a chief physician is distributed by a lot. A lawyer must become familiar with legislation on public health beforehand to understand the process of legal settlement of conflicts (323 FL of 21.11.12.)

When placing the participants of the game there should be badges to name the participants of the game for easier memorizing and movement in the room.

After mentioning the rules and scheme of the game short presentation of participants should be made. During this presentation, each participant should mention his role, main functions and duties. This provides general understanding of the game and helps later on to solve the tasks of the game.

The game begins with the moment of patient entering the admission department, the main role here belongs to the doctor of the admission department, whose actions and recommendations determine further tactics and involvement of the nursing personnel in the game.

During the game, the doctor refers a patient for examination to the departments, involving nursing personnel and hospital attendants, students move in the room, making simple manipulations (fill pulse, measure blood pressure, fill in patient sheets). Probably in course of rendering the help, conflict situation may arise. Administration of the hospital and lawyer may be involved in solution of this situation.

The undoubtful advantage of the game is development of communicative skills of students in the process of their interaction, development of creativity, clinical and analytical abilities.

The teacher controls movement of patients, involvement of all participants in the game, following the rules of the paly and situation in the group.

After the game, the group evaluates its activity in turn. The evaluation is made as a result of analysis of the tasks set and the realized possibilities by the students during the game.

The teacher is the last to evaluate the game, he makes conclusions and determines further ways to study clinical material, possibilities of the further use of knowledge obtained during the game.

The described form of the interactive lesson promotes development of interest to the subject taught by traditional methods and develops not only clinical thinking but also organizational abilities in students, helps to develop communicative skills in them.

Interactive methods in medical education is a promising way for further development of teaching skills.



At present traditional way of teaching of medical subjects is commonly used by teachers, but students' interest to gaming methods of teaching requires on the side of a teacher to study new ways of material presentation.

Business games, master-classes, round tables, trainings and other forms of interactive lessons promote the interest of students to the subject studied as well as to the development of professional skills and communicative abilities.

In conclusion it should be reasonable to recommend teachers to develop interactive forms of education, to participate themselves in trainings for development of training programs within the limits of medical education.

### **Recommended literature**

1. *Verbitsky A.A.* Active methods of teaching in higher school: contextual approach: Methodical manual. – Moscow: Higher School Publishers, 1991. – 207 p.
2. *Zaviyalova Zh., et al.* Energy of business-training/ Zaviyalova Zh., et al. - St.-Petersburg: Rech Publishers, 2008.
3. *Monosova A.* A book for business-training: technologies and art/Monosova A. – St.-Petersburg: Rech Publishers, 2008.
4. *Naumov L.B. Haymoв Л.Б.* Teaching games in medicine. – Moscow, 1986.
5. *Prokofieva N.* Business training: what should we begin with/Prokofieva N. - St.-Petersburg: Peter Publishers, 2009.
6. *Sidorenko E.* Technology for training development/Sidorenko E. – St.-Petersburg: Rech Publishers, 2007.
7. *Sidorenko E.* Motivational training/Sidorenko E. – St.-Petersburg: Rech Publisher, 2007.
8. *Sidorenko E.* Training of influence and resistance to influence/Sidorenko E. – St.-Petersburg: Rech Publishers, 2010.
9. *Khrutsky E.F.* Organization of business games: Manual for special middle school teachers. – Moscow: Higher School Publishers, 1991. – 320 p.

# **Teleconference interactive technologies of carrying out the modeling games for environmental management**

Zoya Apevalova

Herzen State Pedagogical University of Russia

zv\_apevalova@mail.ru

## **Abstract**

Teleconference as the interactive technology of environmental education in higher education institution assumes realization the one of the main modern society's development ideas: environmental protection, improvement of quality of life, education by means of ecological culture's increase. One of the most effective ways of realization this idea in pedagogical higher education institution is the system of environmental management that assumes educational work with students. In turn, a productive element of educational work are various forms of interactive and information exchange as they allow to master rather difficult nature protection tools in an interesting and available form to the modern student. The author of article offers the teleconferences holding in a form of modeling game as interactive technology.

Keywords: environmental management, modeling games, teleconferences in educations

## **Teleconference applying in a higher education**

The modern education system has to answer actual calls of environment in the conditions of high dynamics of development of society. Russia is need of the personnel for the enterprises, capable to solve the purposes set for them and tasks in the conditions of real time. The higher school allows for the realization of competence-based approach to create the expert who possesses knowledge necessary for professional activity and skills. Nevertheless, practice of professional activity the first months shows that one knowledge and abilities for effective activity insufficiently, it is necessary to know sequence of actions in this or that applied professional situation. How such abilities can be created by means of technician and techniques? Modern environmental problems concern everyone for this reason all experts, in independence of sphere of activity, have to possess environmental competence. For this reason, formation and development of ecological competence within the educational processes is a priority problem of modern Russian education. At the heart of idea of this article

the assumption of two tasks synthesis possibility: uses of modeling games in educational and formations (development) of environmental competence.

It is represented to the author of article that interactive technologies of training, including, modeling games, is an effective way of training of future professionals to decision-making in concrete situations of "an ecological choice".

Modeling game, having arisen as technology of training at business schools and in system of professional education, today already I got into all education. At the same time, in modern didactics there is no uniform understanding of essence of modeling games, justification and mechanisms of introduction of modeling game technologies in educational process aren't developed. Big disputes arise and round control and measuring materials of an assessment of productivity of modeling games as special educational technology.

### **Interactive telecommunication technologies for the decision-making**

The analysis of literature shows that many scientific works and the methodical development devoted stories, theories and a technique of game technologies or are focused on the problems connected with vocational training of adult audience, or consider game as a training and education cornerstone at the heart of which the competitive principle is.

From the point of view of an innovative view of A.P.Panfilova, T.G.Markaryan, V.G.Mamigonov, S.Ya.Kharchenko, N.G.Ksenofontov, V.P. Feofilov's game methods, etc., representing them as a way of development of the creative and initiative person and as a way of formation of abilities to see the problems, modeling game is the effective instrument of training in decision-making.

The teleconference and videoconference as a way of the organization and carrying out modeling games began to be used quite recently. These technologies are very similar. The videoconference is a area of information technology providing: bilateral transfer, processing, transformation and submission of interactive information on distance in real time by means of hardware and software of computer facilities. The teleconference, unlike a

videoconference, allows to include as participants unlimited number of people, groups and teams, as it set of the technical and organizational measures aimed at providing bilateral to audio and video conference between two and more remote objects by means of television equipment, satellite or any other communication.

So, for example, the teleconference "The Baltic Sea in our hands" which was carried out with the assistance of the author of this article to RGPU of A. I. Herzen in 2010, involved as participants of students of 3 faculties of RGPU, school students of the School No. 213 of Frunzensky district of St. Petersburg and students of College of telecommunications (Helsinki). None of participants hadn't to leave the educational institution, to spend time for moving. Teachers carried out modeling game in on-line mode which assumed modeling being trained etrofikation processes by sketches of the corresponding phenomena on the example of the Baltic Sea. After fixing of processes, participating teams showed each other results on video conference and carried out a mutual assessment of the done work.

### **Methodological aspect of applying teleconference in education**

Besides actually modeling games, the scope of teleconferences in education can be very wide: conferences; seminars webinars; remote theoretical occupations (for example, in case of an illness of the teacher, he can give classes from the house); international projects (international games, trainings, etc.); the joint occupations (in case of stream training – through boundaries - the classroom teleconference can be trained at the same time more than 1000 people); network training (for example, at realization of network modules within Consortium of pedagogical higher education institutions), etc.

The format of "game teleconferences" can be defined in the following options:

- 1) audience 1 - audience 2;
- 2) university 1 – university 2;
- 3) higher education institution - college;
- 4) higher education institution - the enterprise;
- 5) the teacher – and his students.

6) any modifications with participation of any number of the mentioned parties. However, it is necessary to remember that the increase number of participants significantly increases risks at the organization of action.

The system of resource providing a teleconference to present at each higher educational institution:

1. The university allows to provide the project with human resources completely.
2. Technical ensuring implementation of the project: services of information support; leased channel of Internet access
3. Information support: the international department provides interrelations with foreign higher education institutions and agrees on the international decisions; the department of marketing carries out information distribution among interested persons and the parties
4. Translation works: the faculty of foreign languages provides students trainees as translators
5. Organizational works: students carry out at control of the modeling game teacher-author
6. Methodical works: teachers – authors of modeling games.
7. Material security: from the equipment "the computer with a video camera and Internet connection and the installed Skype program" to the professional equipment for conference communication;
8. Ensuring grant support: management of scientific researches approves demands for thematic grants, the team of the teachers introducing innovative technologies in educational process makes the demand.

## **Summary**

Environmental management is obviously important to give results of poll of the students participating in regularly held by the author of article modeling games in a format of a teleconference within studying of discipline. So, one of subjects of teleconferences is the problem of introduction of control systems of the water

purification used for the hygienic and food purposes in the organization. Following the results of a bilateral teleconference (Herzen State Pedagogical University – State Unitary Enterprise “Vodokanal” (St. Petersburg)) students noted that: similar occupations are more interesting, than a lecture/seminar in a traditional form (100% of respondents); teleconferences allow to understand feature of process from the point of professionals view (75% of respondents; 25% consider that the excursion to the enterprise is better nevertheless, but thus recognize that time expenditure on this type of occupations is more essential); would like to participate the games holding in the form of a teleconference (100% of respondents). It is represented that development and deployment of teleconferences as special form of carrying out the interactive occupations in practice of the higher education could help to include the environmental education in existing process of training in the higher school.

### **List of references**

Teleconference organization. [URL]. Access mode: <http://synchronotel.ru/services/informatsionnye-tehnologii/telemosty.php> Access free. Russian language.

Videoconference. [URL]. Access mode: <http://ws/videoconference>. Access free. Russian language.

# Project method in designer education

Nikulshina Larisa  
St. Petersburg State University of Technology and Design  
The Institute of Graphic Design  
Email: k\_dr@mail.ru

## Abstract

Today the interest in designer education is growing steadily. Many professors teaching design seek the ways to improve the quality of the design education. In the information society, the role of pedagogue as a translator of knowledge is continually declining. One may talk of certain alienation of the training process content from the personality of a teaching specialist. At present time a student can get most of the information from the Internet. In these circumstances the role of teacher is changing. Professor must become a translator of meaning instead of translator of knowledge. In these terms, a pressing problem of professional education is the use of active and interactive learning technologies.

Interactive educational technologies that include the project method operate with the concepts of "experience" and "comprehension" rather than the notion of "knowledge"; they open great opportunities for notional construction of the educational process.

Keywords: the interest in designer education is growing steadily, project method, students' professional competencies.

The Institute of Graphic Design under St. Petersburg State University of Technology and Design has accumulated extensive experience of using the project method in training future designers. The students are offered a variety of educational projects in the course of training, from short-term to long-term, different in their content. The goal of the training project is the students' acquisition of professional competencies. In addition to professional competence, as shown by experience, the project method makes it possible to form general cultural competence. It should be noted that designing is what the designer does throughout his professional activity. Therefore it is necessary to involve the students in participation in projects; the best option is having real customers and the possibility of realisation of the project. In maintaining the project, students' remote communication is possible. The students send their works to the teacher by e-mail; the latter makes corrections and sends a reply by e-mail or communicates with them by means of the Internet conference.

The realisation of student projects, as practice shows, contributes to solving a great number of professional training tasks. The major of them include formation of general cultural and professional competencies: culture of thinking, ability for generalisation, analysis, perception of information, setting a goal and choice of ways to achieve it, willingness to cooperate with colleagues, work in a team; a student should be able to find organisational and managerial solutions in non-standard situations, strive towards self-development, improvement of qualification and mastery; a student realises social significance of his future profession in the process of work over a project, he is highly motivated to engage in professional activity; he uses the basic provisions and methods of social, economic sciences and humanities in solving professional problems; a student is able to analyse socially significant problems and processes; is ready for respectful and careful treatment of the historical heritage and cultural traditions, is aimed to tolerantly accept social and cultural differences; he professionally develops a project idea based on conceptual, creative approach to solving a design objective; works out possible methods for harmonisation of shape, structure, systems and complexes; a complex of functional, compositional solutions.

An example of implementation of the project method in training future designers is the realisation of a project for F.M. Dostoevsky's house-museum in St. Petersburg. After a task to design the exposition was received from the museum, a student team was formed, with assignment given to them. The term for realisation of the project was three months.

The student teams consisted of groups of three to six persons. The selection of group participants was initially made in the prescriptive manner. It was found out further that formation of teams was more efficient after presentation of the project aims by the manager, with performers' possibility to choose a team.

The team structure looked as follows:

One or two project managers are Master degree students of 1 and 2 years of study. The manager's functions include outlining the subject, scope, schedule of work, responsibility for construction of a dictionary, information model, functioning of the system as a whole, information support for the project.



From eight to twelve performers - third-year students and some fourth-year bachelors (those willing). The performers' functions: search and analysis of information relating to the project - in the first place, using information and communication technologies, books, films; visiting the places described by F.M. Dostoevsky, presentation of the project concept and presentation of the very project.

Maximum two undergraduate students or Master degree students supervising the team, involved as experts who may provide advice, if necessary. However, the primary function of the student-experts as well as the teachers was truly objective assessment of the activities and results of the project team.

A young teacher was appointed curator of the exhibition. His functions included organisation of assembly and dismantling of the exhibition, relationship with the museum staff, advertising the upcoming event in the city.

The student project activities resulted in implementation of the exhibition "Our Dostoevsky" that took place in F.M. Dostoevsky's house-museum. Finally about twenty students took part in the organisation of the exhibition. Ten bachelors presented their projects for defence of the graduation thesis.

It should be noted that the increasing number of students showed willingness to work over the project and joined it, those willing to participate in the exhibition and realise their ideas in one of the most famous museums of St. Petersburg.

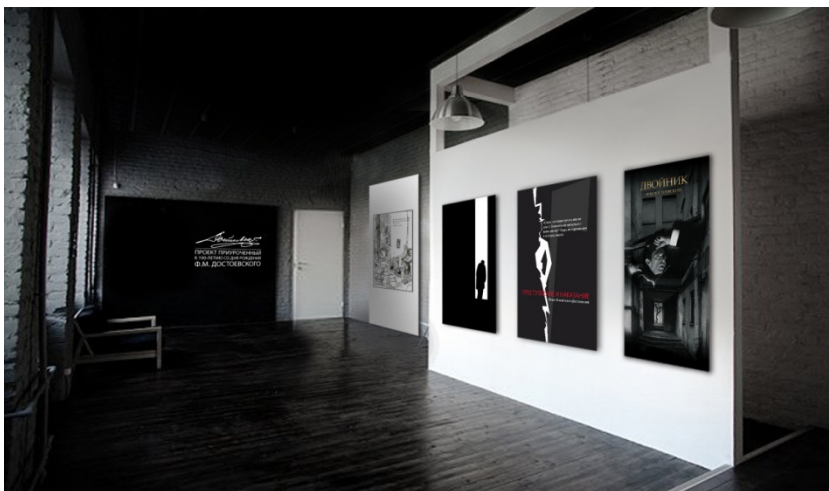


Pic.1 Student's works in Dostoevsky's house-museum

The result of the performed work has shown that the students:

- got the experience of maintaining the project;

- got totally immersed in professional activities;
- learned to work in a team;
- broadened their horizons, improved their social and cultural level.



Pic.2 Student's works in Dostoevsky's house-museum

The students' work over the project may vividly demonstrate to the pedagogue the extent of formation of the students' professional competencies, motivation to learn, focused learning activities, as well as assess the validity of the system of important social and interpersonal relations, identify the presence of value-conceptual attitudes reflecting personal positions and professional competence in the students' work.

The collective creativity in work on the project, that requires consolidation of efforts of both small and large corpus of learners, favours establishment of a person's collaboration skills – building relationships with peers, teachers, representatives of public organisations, in the educational, publicly useful, educational-research and design environment. Setting the social creativity prospects, civil and personal landmarks of positive development, become a principally important mechanism in formation of moral consciousness, feelings and behaviour based on assimilation of universal moral values.

### **Literature used:**

Zemtsov D.I. Interactive educational technologies. Collection of abstracts of scientific papers. M.: Moscow State University named after M.V. Lomonosov, 2011.

Federal state educational standard for higher professional education in the field of training 072500 Design.

## **Realization of commercial remote learning projects for production companies**

Evgeny Oshin,  
Chief of Marketing Department of Institute 'KRONA'  
(Saint-Petersburg state technological university of plant polymers)  
8-812-746-54-55, 8-812-786-53-29, [krona@gturp.spb.ru](mailto:krona@gturp.spb.ru),  
<http://www.krona.edu.ru/>

**Real economic situation.** Today's business requests a high quality of product. The high quality is possible due to advanced technologies and high-qualified personnel. Rational financial planning supposes optimization of manufacturing process in order to reduce a number of employees engaged in production. At the same time it's necessary to invest in employees that they could develop a technological process. And it's typical situation when engineers are too much busy at their work place so they don't have the opportunity to study internally and take an internal participation at conferences and seminars. Such circumstance was a signal for the Institute KRONA to begin a realization of distant learning programs ((on-line) – the rest of article is about this form of education) continuing realization of internal educational forms. Remote learning was launched in 2011. Institute KRONA mainly develops and realizes educational programs for specialists of pulp and paper industry of Russia.

**Marketing of remote learning.** Programs of e-learning (remote learning) request strong marketing concept. The Institute KRONA has formed a group of loyal clients (key accounts) among Russian pulp and paper enterprises. Also the Institute KRONA has developed collaboration with large companies of Ukraine, Kazakhstan, Belarus. This position makes easier the task of educational service promotion. In this case the main offer for the potential client supposes to think about the additional opportunity of remote learning for specialists. The Institute KRONA actively works at social networks, official website, with mass media (newspapers and magazines) and corporate newspapers of enterprises.

**The content of program.** The educational programs are combined in two directions which are experience of Institute KRONA and request of customer. The Institute KRONA has a bank of programs. During negotiations with customer the

typical program of Institute KRONA is a basic for discussion. The Institute KRONA also makes a primary offer which includes the number of hours, themes, dates and costs. Then the customer could add some positions at the program, correct the content. And the final step is agreement of price and dates. There are cases when customer would like to get a unique education which is new for Institute KRONA. In this situation the Institute KRONA asks experts to help to make up and realize the program. A successful realization of education remote programs supposes to have and support a wide group of experts.

**Methodical and didactical aspects of remote learning.** The internal education could be held as an 8-hour work per day. Remote learning assumes 4 hours with breaks because of specific features of perception. The teacher should be an active, charismatic, ask questions to participants, be good at technical aspects of e-learning. If the teacher takes part in remote learning at first time it's right to explain and show him/her all technical aspects. The Institute KRONA controls the level of knowledge at the final stage of education using a test.

**Organizational and technical support of educational process.** The Institute KRONA realizes remote on-line learning using Skype and/or program of Websoft company (the webinar form of education which lets load a presentation). The on-line studying requests some equipment such as computer with Internet access (with high speed), microphone, loudspeakers, headphones. Additionally the customer has to hang up a large screen in the room in order the participants feel comfortable watching a presentation. The planning of educational process should be very careful. It means permanent interaction of representative of educational center and the representative of the customer. The connection and quality of picture is to be checked up in advance. There could be force-majeur circumstances when connection is not available. In this case it's necessary to postpone the educational process. Such unpleasant situation happened with Ust-Ilimsk subsidiary of Ilim Group company.

**Costs.** The Institute KRONA chose the own pricing tactics. The price is fixed for each hour of remote on-line education. The number of participants is not restricted. Pricing includes such costs as taxes, teacher's salary, organizational costs and desirable profit for project.

**Advantages and disadvantages.** Remote learning lets save money for training purposes of personnel and study employees in short time. This form of education helps to make an educational process more flexible, for instance to take part at the conference remotely if there is not opportunity to participate internally. But there are some negative points. For example, remote learning is not possible for training when internal participation is needed. Remote learning is not appropriate for practice (if working with devices is supposed).

**Mix approach.** The Institute KRONA sometimes realizes a combination of different forms of studying which includes internal, remote and out-of-educational center forms. This lets to take into account a range of aspects of educational process (financial, organizational and other). And also it's important in respect to marketing of educational service. It creates a variety of collaboration with the customer.

**Future plans.** In the future the Institute KRONA plans to create an e-system which will let study in off-line regime. This additional option will give more possibilities for specialists and educational center both. Of course, it requests additional financial investment. If educational center is commercial organization it's necessary to realize financial strategy accurately in order to make profit from e-learning service.

# **Success factors in implement of mobile technologies in Russian enterprises**

Andrei Miroliubov

Associate Professor, International Graduate School of Management  
St. Petersburg State Polytechnical University

## **Introduction. Major problems of developing corporate mobility at enterprises. Definition of needs in mobility.**

Implement of mobile technological solutions and “consumerization” of information technology belong to the major problems of IT departments of Russian enterprises due to their demands for scalability, safety and visibility of applications.

To provide mobility is a priority task for today’s organizations. Nowadays employees want to get access to data from any mobile devices, including their private ones. Moreover, now applications, needed for a job, are not limited to a mobile e-mail client, but include applications for Windows and mobile operating systems, web-applications, which can be located both in the “cloud” and in the data processing center. For IT-departments, open access of users to all their applications and data is a serious problem in terms of safety and network scalability. Depending on the mobility concept, enterprises can use solutions to mobile devices management (MDM) and/or solutions to enterprise mobile management (EMM) to ensure safety of data and applications. At the same time it is obvious that just MDM and EMM solutions are not enough for guaranteed delivery of applications to any user, independently of their location. To be efficient these solutions need network infrastructure that can provide safe delivery of applications to different devices and, at the same time, problems of productivity, manageability and further spread-out have to be settled.

A growing number of mobile devices that workers of an enterprise use calls for a scalable infrastructure that will help the corporate network to overcome the above hardships. IT departments have to have conditions in which the delivery infrastructure of mobile applications can handle both queries that need broadband access and a big number of users with different devices. One of the major tasks is to satisfy the mentioned demands for scalability and productivity

without the need of purchasing new equipment all the time. At the same time IT departments have to guarantee absence of confidential information seepages and make sure that they operate in accordance with the requirements set by regulating authorities to the industry and information safety, for example, PCI-DSS and HIPAA requirements (a proprietary information security standard when handling plastic cards and transferring data about people's health insurance).

*Major problems related to corporate mobility concept implementation that need attention of IT departments, include the following ones:*

- safety of devices, applications and data;
- scalability that allows managing a growing number of devices, applications and data;
- simplification of the network infrastructure due to its consolidation;
- visibility of users, devices and applications that helps to plan activities and eliminate problems;
- configuration and deployment management.

### **Enterprise Demands for Mobility**

Rather conservative pragmatism is traditionally common for corporate IT departments. The principle "while everything works we do not change anything" seems quite logical to them. But it is true only to the extent when the number of queries from users reaches a certain critical point. That is a very common scenario for mobile devices. It was, largely, the initiative of executives of companies to use mobile devices in the corporate environment. Then front line workers started to apply them for their field work. This process cannot be ignored, so together with other similar trends it is now called consumerization of IT (CoIT). New devices are more and more often used as real mobile workstations. This is caused by two essential factors:

1) **Capabilities and maturity of technology.** Obviously, in terms of their capabilities of working with documents, electronic tables, iPad and Android tablets cannot be compared to the capabilities of conventional laptops. However, in most cases functionality and ergonomics of tablet PCs are enough not only to familiarize oneself with documents, but also introduce some changes if this does not imply any serious formatting. The major advantage of mobile devices is a chance to look through documents quickly and then take decisions.

**2) Need for remote working** – for business people it appeared a long time ago. However, for quite a while capabilities of technology could not satisfy this need to a full extent. A survey of more than 150 managers of IT, IS and business departments, which has been conducted by the “Centre of Corporate Mobility of the Company “IT”, has revealed that the use of smart phones and tablets is a sequence of real needs of those who work in businesses. Such technologies help improve communications during remote working (81%). Moreover, new capacities of mobile technology can enhance current business processes (61%) and start new ones (50%). As a matter of fact, the deferred demand for mobility that appeared due to the failure of the previous technology (PDA) is now streaming in the market.

These factors, which improve field work with information and, as a result, increase operative decision-making, has brought about extensive use of mobile devices in the corporate environment. Consequently, tablet PCs pretend to become an optimal device in the briefcase of a business person that will replace folders with paper documents and at the same time provide facilities for any time and any place business communication and access to up-to-date information. Will they take this place (and to what extent) is too early to say, but the current situation cannot be ignored any longer by IT directors.

Rational management of IT assets of a modern enterprise is one of the prerequisites for professional growth of its workers (which positively influences development of enterprise knowledge database) and it results in lower operating costs for communication. Introduction of mobile technology into business processes of an enterprise becomes an important factor for its efficiency growth whereas search for rational technological solutions to mobilize the enterprise is a headache of its IT department. In order to take a reasoned decision it is necessary to develop a **concept of corporate mobility** of the enterprise, which, on the one hand ensures compliance with the company’s requirements for safety during transfer of data and applications and, on the other hand, successful integration of mobile devices into the existing information profile of the enterprise.

The key advantage of mobile devices for the enterprise is shorter time for feedback, quicker decision-making and problem-solving, increased labor productivity. As corporate mobility is progressing, the bigger number of



employees use their personal smart phones for work and the bigger number of companies will be ready to stimulate the use of personal mobile devices.

Qualitative extension of user's experience related to enlarged spectrum of accessible forms - factors of smart phones and tablets results not only in limited consumption of information, but also active "dialogue" reaction on the part of the users of mobile devices, which implies interaction with information resources and applicable systems. These mobile devices have actually consolidated into a new class of workstations – mobile ones.

Today entrepreneurs do not only want, but are also ready to introduce mobile technology as extensively as possible and offer new services for their employees and clients. However, uncontrolled process of developing corporate mobility entails a lot of hidden rocks and there are still no universal routes or ways to avoid them.

According to the agency "Harris Interactive and Bank of the West", the biggest barrier on the way to a more active use of mobile technology for small business is a lack of practical experience of its application in business (33% of respondents) and high costs, which have been mentioned by a quarter of those asked. In the corporate segment, the picture is slightly different, namely, it is safety problems that come to the forefront. Big companies, as a rule, operate with enormous amounts of information that has to be protected in accordance with the legally established procedures and the data that cannot end up in the hands of competitors. That is why they need effective protection of mobile devices from different risks.

### **MDM and BYOD Concepts While Introducing Corporate Mobility**

Most modern systems of Mobile Device Management for enterprises have a very complicated structure and it is necessary to attract considerable human and finance resources to introduce them. In the opinion of IT specialists, decisions have to be made in line with the tasks the system has to perform according to the list of maintained equipment and according to the cost of ownership.

Implementation of a full scale MDM system at this stage of development of Russian corporate IT infrastructures is rather difficult and businesses are waiting for new and easier solutions. So-called "box" products in the field of mobile device

management have to provide opportunities for companies to network mobile devices of employees – both corporate and personal ones – in an easy and safe way.

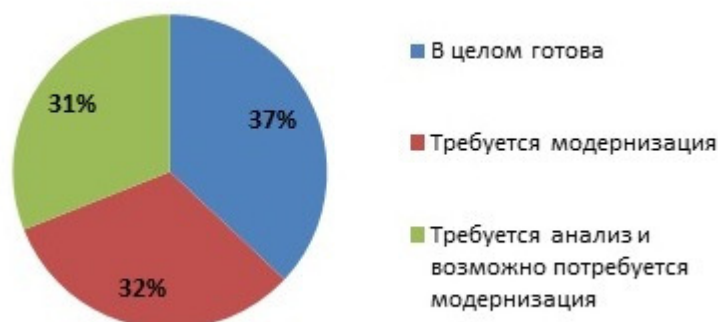
For instance, such an approach has been used in the company “Surgutneftegas”. At the expense of the solution Microsoft System Center Mobile Device Manager 2008, the users have access to the corporate infrastructure and can safely store information in a mobile device whereas IT admins have a centralized system of mobile device management with uniform safety politics, ability for remote initialization, switching off, locking out connections and even removal of data from a device if it has been lost.

Mobile platforms are attractive for Russian credit organizations, too. In particular, a full scale mobile infrastructure has been introduced on the basis of the platform Symantec Mobile Management in Vneshekonombank of the Russian Federation. The strategy of the bank development for the next few years implies a considerable increase in the number of devices and provision of access from a mobile device to a large selection of bank services.

One of the urgent issues for many Russian companies is the use of mobile devices that are brought by employees. It is referred to the BYOD concept (bring your own device). Employee’s personal smart phones and tablets, of course, help companies to save money on purchase of equipment and at the same time ensure delicate handling of a device, since it is employees themselves who have paid to buy it. Nevertheless, BYOD creates serious problems in terms of infrastructure and safety management, which makes this concept unattractive for many companies.

According to the survey conducted by “IT” in October 2013, among Russian companies interested in mobility, 60% of companies do not regulate in any way mobile access to corporate resources even though 56% support BYOD. One third of organizations have not analyzed their structure yet to see if they are ready to introduce mobile technology and half of companies that have had an audit realize that they need to modernize the infrastructure.

Fig 1. Readiness of Russian enterprises for mobilization



*Generally Need for modernization, need for analysis and, probably, modernization*

Source: "IT" 2013

Basic communication resources are the most popular. Practically all respondents plan to provide mobile access to corporate e-mail (95%). Access to corporate file resources is almost the same much in demand (shared Windows folders and Share Point document libraries) – 90%.

The next most common group of services includes decision-making tools. Introduction of mobile solutions to reflect the key business indicators is discussed in 58% of companies whereas 18% have already introduced such solutions. One more category of services that is interesting in terms of mobilization comprises of advanced communication means (IP telephony, instant messages, videoconferencing). The share of companies that have put such solutions into practice is 13-16% and by the end of 2014 it will grow up to 30-40%.

### **Corporate Mobilization Models**

As mentioned above, the use of their own personal mobile devices by employees, despite all apparent advantages, entails new threats in terms of corporate data safety. There are several ways to solve the problem.

**1. Absolute prohibition to work by BYOD model.** But that does not necessarily mean turning down mobility. The company provides the employees with protected corporate-owned mobile devices (COPE –corporate-owned personal equipment). Standardization of devices decreases maintenance costs and costs for support of employees who spend more than 20% of their time away from their

fixed workstations. This approach is spread in Japan, but it is not popular in Russia.

**2. Free use of any devices and applications**, with the IT department helping users to install the necessary programs. This approach is more common for a relatively small companies belonging to the small and medium-sized business segments, plus for developing markets (China, India and others). In this case money is saved by the company as there is no need to buy mobile devices or licensed software or to develop mobile applications, but safety is affected and there are problems with compatibility of programs and different platforms.

**3. Trade-off alternative:** the IT department of the company gives permission to employees to use their own devices, but regulates which services can be used, develops mobile versions of specialized corporate systems, introduces means of remote management and protection of mobile devices owned by employees on the basis of the MDM concept.

This final alternative seems to be the most promising as it gives freedom of choice to the workers and provides safety of the corporate information. However, in practice this way may prove to be more expensive than corporate purchase of devices. For BYOD it is typical to have a variety of both hardware platforms and software versions with different vulnerability characteristics. In a number of cases a lot of device protection schemes have to be developed according to the uniform procedures that are applied to corporate devices.

Purchase of mobile devices is not spread in Russia not only for the money-saving reasons, but due to the lack of well-established channels of work with suppliers of smart phones. It is because of difficulties in making contracts with producers of mobile devices and in maintaining this pool of device. Direct delivery of devices from manufacturers is not common, which entails additional risks. Sometimes, there are exceptions for top-managers, who are supposed to have such a range of equipment owing to their status, and for employees who always travel or who need to be available 24 hours a day. Moreover, the package of paid devices does not include smart phones but tablets.

Policy of Russian companies in terms of mobile communication payment is more flexible. Many companies are ready to compensate communication expenses to

a reasonable extent if their employees have to talk a lot over the mobile phone or use mobile Internet for work reasons. But with spreading mobile technologies there is a trend to turn down this practice.

<b>Table 1. Statistics of Russian companies implementing strategy of corporate mobility</b>				
<b>Company</b>	<b>Mobile services</b>	<b>Developer</b>	<b>BYOD or COPE</b>	<b>Number of users</b>
Deutsche Bank, RF	n/d	n/d	BYOD	up to 30000 users
Ford Sollers	Good Collaboration Suite (corporate e-mail, calendar, tasks, etc.), WebEx (videoconferences), corporate social network Yammer	Ready to use services	BYOD	n/d
Alfa-Capital	Corporate e-mail	In-house development	BYOD	n/d
Baltika	Corporate e-mail, CRM, file interchange GlobalSCAPE	Customized development	COPE (Galaxy S3 Mini Samsung on Android)	6 000
Evrasia (drilling company)	«Mobile approval» on the basis of SAP Mobile Platform	Solution of the company "Innoway"	BYOD	n/d
SB Bank	Corporate e-mail, mobile application for service subdivisions (interacts with ABS and uses geolocation functions while in service. When workers maintain an ATM or a terminal, the application sends information to the bank about location, condition of the device, productivity of workers, which helps reflect the data in due time on the interactive map for clients of the bank and control its personnel)	In-house development	n/d	n/d
Finam	Corporate e-mail, SoftPhone (mobile device can be used as an office phone with corporate extension)	In-house development	n/d	n/d

Source: CNews Analytics, 2014

## **Success Factors in Introduction of Mobile Technology in Russian Enterprises**

**1. Presence of clear and (documented) strategy of corporate mobility at the enterprise, which implies not only expansion of applied functionality of**

**workstations but mainly improvement and development of business-processes.**

Quality extension of user experience in terms of a bigger range of available form-factors of mobile devices has created opportunities not only for selective consumption of information, but also active “dialogue” reaction on the part of mobile device users. This implies broad interaction with information resources and applied systems. As a result, mobile devices have actually turned into a new class of workstations – mobile workstation.

**2. System approach to define limits of corporate mobilization coverage of workers at different levels of management of the enterprise, depending on importance of functions they perform and economic efficiency**

It implies:

- 1) Defining the number of mobile workers and providing them with corporate mobile devices or using their own gadgets to implement work processes at different levels of enterprise management;
- 2) Providing access for the mentioned workers to corporate resources and applications from mobile devices

**3. Presence of actualized corporate standards at the enterprise for provided and supported by IT specialist mobile devices and mobile platforms (“limited BYOD list”)**

Standardization of mobile operating systems and mobile devices is one of the major tasks that have to be embraced in the concept and strategy of enterprise corporate mobility. This helps handle with the most common reason of its non-use, namely, diversity of mobile devices and platforms in the market. The concept of corporate mobility, its politics and regulations of use coordinate requirements of the information safety services and readiness of end-users and businesses to apply their own mobile devices more widely for the work purposes.

**4. Provision of information safety service of the enterprise with technological means to manage mobile devices and provide their safety**

Introduction of means to manage mobile devices into the IT infrastructure of the company – the so-called Enterprise Mobility Management –EMM – is the most essential factor to provide legitimacy and transparency of control over mobile access to corporate information resources and systems in terms of information politics and regulations that are in force in the enterprise.

## **Prospects of Corporate Mobility Introduction in Russia**

Even though there are obvious problems, corporate mobility is to develop. It is guaranteed by widely spread mobile technology at the consumer's level, its easiness for use and capability to increase efficiency of business. Among drivers of BYOD introduction, common for Russian business, one can mention the geographic factor, because there are quite a lot of companies in the economy that operate in the immense territory. For such business it is important to create and maintain the effective communication environment that will help react to external and internal changes in due time.

Another factor in favor of mobility is the young and middle generation (from 16 to 35 years) who tend to use devices not only in their common lives, but also at work. Constant integration of life with social networks gives a certain momentum to develop BYOD concepts, since social networks have become not only an entertaining system, but also a good business tool, which gives rise to progress.

In the opinion of a number of analysts of the Russian IT market, there are three groups of industries that can get maximum advantages because of mobilization. First, these are industries with area-spread infrastructure and field visits: repairs, object check-ups, etc. For instance, this is railway transport and electric power industry. Second, these are all fields of activities where there is need for informing in an quick way about change of the situation or new orders. For example, courier and transport services, taxis, medical aid teams. Third, these are such industries that traditionally invest in IT, i.e. retailing, with mobile technology applied on shop floors, warehouses when accepting and inventorying goods and those who do this for customer attraction and retention.

Experts of the company "IT" believe that in Russia in all enterprises that have IT services in the corporate environment, the level of corporate mobility is comparatively high. The leaders are finance sector (including insurance), production, retailing, and energy industry.

At the same time it is necessary to provide means for safe access to data and devices. Many cautious executive, when thinking of developing corporate mobility, remember about cases of loss of electronic media. Development of mobility is retarded mainly because of the fear to lose data important for the

company, risk of sensitive information seepage. In addition, provision of safe mobile work of executives and employees in Russian companies is at a low level for the present.

If mobile e-mail for many Russian companies is already a de-facto standard, then mobile access to information systems is still in its infancy. And here the counterbalance for the capability to work from any place is safety, which reasonably resists to any attempt of taking data away from the information perimeter. There are no other constraining factors for mobilization development.

Russian companies gradually increase their accounts of the number of workers who need mobilization of their activities, demonstrate surveys and research done by the Centre of Corporate Mobility "IT". However, the share of those companies that already use the relevant technological solutions is still very low.

An average cycle for taking decisions about introduction of corporate mobility management systems takes quite a while in Russia, from half a year to a year. Today executives are conscious about it because of their own experience and set high priorities to mobilization projects for IT and IS departments. In combination with a large number of projects that are at the stage of implementation and piloting, one can say that there is an active growth in this field of business automation, which improves its labor productivity indices through increased personal productivity of employees and executives.

Three key imperatives of corporate mobility remain unchanged: labor productivity, decision-making speed, safety of work with corporate information on mobile devices. Distribution of corporate mobility is just a matter of time and efficiency of promotion of its advantages.



# **The practice of using digital resource in CRS's studies as a modern social challenge in the field of high education**

Irina S. Petrova

PhD, Ass.Professor vice-dean School of Management  
(Herzen University, St.-Petersburg)  
e-mail: manag@mail.ru

Anastasia A. Naletova

Research assistant, Federal agency of scientific organizations  
(Moscow)  
e-mail: alba-slavush@ya.ru

Natalia B. Safronova

PhD. Tech.Sci., Ass.Professor of the Chair of management and marketing,  
Russian Presidential Academy of National Economy and Public Administration  
(RANEPA, Moscow)  
e-mail: safronova@rane.ru

## **Abstract**

Global markets are changing as well as the role of universities. Today education has become more practically oriented and universities can set students tasks without paying much attention to the limits and volume of educational programs. It has become possible largely due to widespread use of digital resources in the system of high education in Russia. Furthermore, owing to this fact student has an opportunity to research structures of data flows, assesses reliability of information sources and acquires practical skills of analytical study.

First of all, to achieve these goals the novice researcher has to approve with his/her research supervisor the list of IT-sources that he/she is going to use and which ones suit the level of relevance of his/her research method. Methodological support of this process by research supervisor is crucial but not developed in full measure in Russian high school. It's necessary to stress that the information resources, which student uses, must contain primary and secondary ones that are «located» uppermost at company's official web sites rather than at news agency's ones. Such approach helps to form an essential competence of students. They gain skills of getting reliable information and ability to analyze the tendencies of professional competence's development that specified in FGES 2012.

For instance, there is an experience at RANEPA of preparation of master dissertation by using the methodology that has at its basis the Internet's information sources. This approach got its approval by implementation in thesis of Anastasia A. Naletova, undergraduate of the Faculty of marketing, advertising and service of the Institute of Sectorial (Trade) Management RANEPA. The theme sounds: "The mechanism of CSR's influence to brand value". The thesis has been successfully defended. In her dissertation she elicited the fact of interdependence between financial and non-financial indicators of company's performance and the adoption of CSR's programs into organization's activity. To

achieve that, she analyzed efficiency and effectiveness of CSR's programs from company's performance indicators angle.

Key words: digital resources, information sources, CSR, company performance

### **Targets and purposes of the research**

Working out the theoretical foundation of the study the author used the next researchers' surveys (Gorban, Johnson, Preissler, 2009; Lockett, Moon and Visser, 2011; Safronova, Chanhieva, 2012; Kutuzov, 2012) and found that non-financial report may disclose information on such spheres of company's performance as: personnel management; labor safety; safety measures; corporate governance; risk management; philanthropy; conservation of the environment; product quality control; interaction with stakeholders; ethical aspects.

Today these above mentioned issues could be involved into decision-making process of investments. Investors are primarily interested in information that allows them to predict future company's performance that affect the value of the business, its reputation and investment attractiveness (including information on employee satisfaction, productivity, customer loyalty, complying with environmental legal requirements).

In contrast to the accounting, there aren't strict standards of presenting CSR's information. Nevertheless, there is a practice of using «Global Reporting Initiative» (GRI) as a possible standard. From 5000 companies that have published non-financial reports, 40% of them have used GRI's structure. This system of report of sustainable company's performance gives balanced and reasonable picture that allows assessing the CSR's development including both positive and negative contributions.

Along with the GRI as a reporting form there is a few indexes that also play an important role at the market. For instance, Index DJSI is the most influential stock index of sustainable development. This group indexes were launched in 1999, Dow Jones Indexes and SAM, USA. DJSI is composed of international and regional indexes, and includes indexes of the largest companies (blue chips); these indexes exclude companies sectors related to alcohol and tobacco products, weapons and gambling.

The total number of indexes that take into account CSR's factors is about twenty. They reflect the capitalization of socially responsible companies around the world, the EU, the euro area, Northern Europe, North America, Asia-Pacific, the United States, South Korea and Japan. Licensed users of the index are more than 70 financial institutions from 19 countries. On the basis of the indices DJSI they manage assets of more than \$ 8 billion.

CSR covers a wide range of issues and to select the most effective measures of corporate social responsibility from economic indicators angle, the author conducted a research which raise the question: what kind of CSR largely impacts on the financial performance of large corporations.

### **Methodology and measuring of the effects**

The research *object* is the CSR's policies of certain companies; the *subject* is the impact of the various CSR's measures and practices on financial performance of the company. *Entire assembly* is represented by companies from «the Financial Times» rating - «FT 500». This list of companies has been chosen in order to provide relevant basis for sampling because there represented the most powerful companies with high stakeholder's expectations. *Sampling* is random.

For *assessment of CSR* it commonly uses a synthetic rating, which is calculated on the basis of "social audit" of public corporations in the USA and was created by KLD RESEARCH & ANALYTICS, INC. (KLD). Nowadays it is possible to claim that there is enough practice of using this CSR's indicator. As we could see from theoretical analyze of the meta-analysis (Allouche, Laroche, 2005) consisted of 93 papers' analyze, there are 15, which are based on KLD 's indicators. Moreover, the author chose 7 more relevant KLD's indicators (KLD Research & Analytics, 2003) from 13 ones in order of providing more reliable and holistic approach to research.

The author obtained economic data basis during research of company's financial annual reports in 2011-2012 years. Information, which reflects factors that negatively affected the company's CSR (weaknesses: tax evasion, payments for hazardous waste, etc.), was obtained by the analysis of articles from reliable Western magazines, newspapers and other information sources (The Economist, The Financial Times).

### **Result of case study**

The bibliography of research includes 130 information sources. Their structured analysis is shown at the Table 1.

Table 1. The structure of involved into author's research information sources

No	Category of information source	Number of sources	% of all
1.	Russian-language sources:	27	35
	Periodical publications:		
	articles:	17	13
	- theoretical	10	7
	- analytical.	7	5
	other	10	7

2.	English-language sources: Periodical publications: articles: - theoretical - analytical. Other:	103  61 26 35 42	79  62 34 45 32
2.1	Companies' web-sites	17	13
2.2	Statistical researchers	15	11
2.3	Gloval indexes	9	6
	TOTAL	130	100

*Source: author's analysis*

It drives us at the fact of objective availability of English literature for the novice researcher. As we could see from the structure of one of the most popular and convenient at the first stages of the study searching indexes Social science citation index (SSCI).

94% of all refereed sources consisted of English-language ones. That is why 80-% level of English-language literature in the author's thesis points out high relevance information base. It is necessary to stress the absence of other foreign language sources.

Furthermore, the distribution of articles by source type does not depend on the language of publication: about half of them are articles in scientific journals. But on the other hand the distribution in terms of analytical or theoretical orientation of the content depends on the language publications.

The author based the theoretical part of research on the works of domestic scientists' works (10 of 17), whereas the analytical data was made due to foreign sources. There are good reasons for such distribution. First of all it is relevant to the chosen object of study - the company's CSR performance indicators that are included in the global indexes.

Moreover, the author decided not to restricts herself by results of colleagues' researches and has conducted her own survey based on the analysis of the statistical data from statistical reports, companies' websites, different performance indexes, which in sum is 30% and representing 11% and 13% and 6% respectively for each of the components (Table 1). The author had an opportunity to advance her own hypotheses and receive scientifically reliable results due to usage of availability of primary data, what in its term allows the researcher to nominate independent hypotheses and receive significant scientific results. The publication of thesis's result proves the reliability of that fact. This approach to working out the structure of information sources demonstrated itself as reliable and valid system, which has been proved by Naletova's research in

the network of her dissertation. It makes possible to recommended that matrix of analyzing information flows in application to desk researches involving modern IT-technologies.

### Outcomes of the research

According to the survey conducted by the author, it was confirmed the hypothesis that corporate social responsibility has a positive correlation with the financial performance of company. Therefore, we can conclude about the positive impact of CSR on business performance (Table. 2).

Table 2. Correlation matrix between CSR's indicators and company's financial performance

	strengths	weak- nesses	Net profit, \$mIn	market value, \$mIn	ROE	RO A
strengths	1					
weak- nesses	0,79717345 1	1				
Net profit, \$mIn	- 0,54467253 1	- 0,25403303 6	1			
market value, \$mIn	0,66481178 9	0,78911634 6	- 0,40464759 2	1		
ROE	- 0,88653684 3	- 0,71624497	0,78849975 9	- 0,78701495 2	1	
ROA	0,17486333	0,56790898 9	- 0,36444511 3	0,6910507	- 0,42563758 6	1

Source: author's analysis

Indicator R2 for the impact of strengths and weaknesses on the company's market value is 0.62, on ROE - 0,78, on ROA - 0,53.

### Conclusion

Thus, the data in the Table 2 indicates that CSR weaknesses influence on company's performance is high to considerable extent. This explains why there is a decline of market capitalization when happens damaging reputation situations (non-payment of taxes, injuring environment etc.).

Such experience could be assessed by next measures:

- for the student – acquiring professional and general cultural competence, using foreign language information sources, experience of applied research study;
- for teachers - an opportunity to improve professional skills and enriching the content of training courses by relevant information, which directly reflects the current situation on the market;
- for the university – co-operation opportunity to develop international relations and using of scientific potential in full measure; possibility to conduct researches for real business orders and goals. Due to information technologies disappear restrictions related to: the international mobility of scientists; scanty financial resources allocated to university researches; necessity of order for the study; different types of time limits.

On the other hand all of these demands of lectures and student gaining the certain skills of working with the Internet information sources.

### References

1. Allouche J., Laroche P. «A Meta-Analytical Examination of the Link Between Corporate Social and Financial Performance»// Cahier de Recherche. Université Paris 1 — Panthéon-Sorbonne, 2005
2. Anastasia Naletova, Lilya Levykina (2014) / CSR'S: approachers to assess // Mehanizazia stroitelctva, Moscow, № 8
3. FGES 2012 www.edu.ru
4. KLD Research & Analytics, Inc. «KLD RATINGS DATA: INCLUSIVE SOCIAL RATING CRITERIA». 2003
5. Lockett, A., Moon, J. and Visser, W. Corporate social responsibility in management research: Focus, nature, salience and sources of influence // Journal of Management Studies 43(1): 115–136, 2006
6. Marianna Gorban, Matthew Johnson, Steffen Preissler «EU Communication on Corporate Social Responsibility and the effects on national and corporate sustainability agendas» // Economic and Environmental Studies No. 1 (12/2009), 2009
7. Кутузова Мария «КСО: мифы и реальность» // Журнал «Экономика России: XXI век» № 20, 2012
8. Налетова А.А., Левыкина Л.Д. Эффекты корпоративной социальной ответственности (КСО): подходы к оценке, Механизация строительства, Москва, № 8, 2014
9. Петрова И.С., Агапова Е.Н. Корпоративная социальная ответственность // Методическое пособие для преподавателя. СПб.: Решение: учебное видео, 2012.
10. Сафронова Н.Б., Чанхиева Ф.Ю. Социальный маркетинг проектов социальной корпоративной ответственности российских компаний // Менеджмент XXI века: ресурсы развития образования и бизнеса, РГПУ им. А.И. Герцена, 2012 с. 34-36

## **Training in computer literacy as a dialogue of generations**

Ekaterina Sycheva, Evgenia Vassel  
Social management department  
RANEPA, Vyborg branch

In the current period of rapid development of information society information literacy of citizens belonging to different social and age groups is becoming increasingly important. Information technology expands the possibilities for communication and access to relevant information, provide the conditions for the implementation of social functions, self-realization and creativity. However, the possibility of mastering the skills of working with information are not equal for the representatives of youth and old age citizens. Institutions and organizations engaged in this process can provide the overcoming of this inequality.

Three years experience of teaching computer literacy of the citizens of retirement age in Vyborg in the framework of the project of the Vyborg branch of the Russian Academy of National Economy and Public Administration can positively assess the effectiveness of intergenerational learning of the basics of computer work. In the framework of the project the citizens of retirement age with the active assistance of the teacher and the students of the branch master the skills of working with computer programs for leisure, disclosure of creative potential, communication and information search. Dialogue of generations allows both age groups to acquire the necessary knowledge and skills: students develop the social skills necessary for forming professional competence of public servants and pensioners to work in the information environment. Computer training for the elderly means an individual practice-oriented approach, minimizing the use of special terminology, the use of socio-psychological, pedagogical methods, taking into account the peculiarities of work with elderly people. This should be considered when shaping the curriculum and the creation of educational materials for teaching computer literacy to this category of citizens.

The article describes the methodological and socio-pedagogical aspects and the intermediate results of the project "Space of possibilities".

The rapid development and penetration into all spheres of the society of Internet and computer technologies creates an additional barrier to the involvement of

older people in social relationships due to their lack of specific skills with the computer. It happens an inevitable eviction of an elderly man on the periphery of social life, however, thanks to the emergence of free time older people receive the potential implementation of their social functions.

Developed society supposes the existence of a free person with a high level of individual autonomy in relation to society in general but having the opportunity to interact with other persons for the realization of common goals, interests, values and the ability to subordinate their private interests and ways of their achievement of the common prosperity.

In this regard it is important for the society and the state to pay close attention to the necessity of development and implementation of specialized programs aimed at creating conditions for integration and social inclusion of older citizens in the modern information environment based on computer and Internet technology.

Recently in Russia there have been intensified practical courses for teaching computer literacy of the citizens of retirement age on the basis of various organizations including educational, training programs.

However, despite the high social importance of such training programs and their popularity among the older generation, the society believes that to teach Internet technologies for older people is a waste of time and effort. Meanwhile, with each passing year old Internet audience is growing significantly which is not surprising, because thanks to the Internet older people may feel young and modern. And this fact is confirmed by the Agency of medical information AMI-TASS: "Teaching elderly people skills of "surfing" in the Internet a week later includes into work key centers in the brain that controls decision making and the processes of reasoning. Thus, learning Internet technology has obvious benefits in old age, potentially increasing brain function and improving cognitive ability, according to scientists at the University of California [1].

In addition to enabling older people information in the Internet space, the Internet can be used to obtain socio-psychological aimed support and require the involvement of a professional psychologist, and also get a spontaneous support from direct communication with other older users in the network.



The development of communication technologies and the Internet, on the one hand, poses an elderly person additional tasks associated with the development of new forms of activity and the need for skills, on the other hand - can be a psychological basis for the successful solution of problems of social interaction in conditions of limited own physical abilities [2].

Communicating in the Internet network, an elderly man goes away from the usual stereotypes of perception reconsidering its previous values, he is guided in today's reality, can remotely receive training which enhances his self-estimation. He gets the opportunity to share experiences with other people who are in a similar situation, get expert advice on various issues, participate in groups, socio-psychological network training, pass the diagnostics, etc.

In old age it is necessary not only the reevaluation of the closest personal socio-psychological problems, but also our own relationship to ourselves and others, awareness of the meaning of life in general taking into account their changing physical abilities, social circle and the end of the active professional activity.

Many of these adaptation and identification tasks for the representatives of the older generation can be solved with the help of Internet communication. The Internet environment has a number of features that even without the participation of a specialist it can improve mental well-being.

In addition to interpersonal communication and expansion of possible social relations, with the help of Internet technology the senior citizens can actively contribute information support of local government, to participate in the initiative to provide the media with information about issues of local communities, about the most important events, projects and programs for the benefit of the local community, raise awareness of dissemination of "active ageing", which promotes a positive culture of aging. Thus, the training of older people in Internet technologies and ensuring their technical capabilities and the realization of their human potential will help to solve some problems involving the older generation of citizens of modern Russian society in the active life.

In developed countries, including Russia, significantly increased the proportion of the elderly population. The development of health care, transport, communications allows seniors to lead a more active lifestyle than before.

Changes in public attitude making you perceive old age as a "decaying," but as a fruitful period which can be devoted to self-development and self-realization, also contribute to this. In the scope of this trend the fact that after retirement many people find the desire to learn is evident. One of the major contemporary areas of socialization of elderly people is this form that can be called reverse socialization - from junior to senior. In post-industrial society social and cultural changes happen very quickly, and the younger generation due to their nature more open to everything new, more receptive to change and willing to pass on their knowledge to the older generation.

### **About the project "Space of possibilities"**

The target audience of the project are the citizens of retirement age, Vyborg and Vyborg district of the Leningrad region and students of the Vyborg branch of RANEP. The team of students, led by teacher helps the citizens of retirement age to understand modern computer technology including the Internet. The essence of the project is to enhance communication and awareness of the target audience on issues of their interest, needs, self-actualization, employment and access to information resources to save money and time.

The main advantage of the project is that the students help the pensioners to develop information technology practicing communication skills and practice-oriented approach, this interaction of experience and skills for future activities acquire both sides of the project. As a result of implementation of the project it was created electronic resource for the exchange of information between project participants on the basis of a social network "Vkontakte". The target audience of the project gets an access to information resources through economics and financial management. As a result of implementation of the project, its participants, citizens of retirement age, receive enhanced access to information, exchange and processing, communication using Internet technologies, access to public services in electronic form, spending time with interest and benefit.

The project involved students from different courses and training areas, however, it should be noted that students in the branch of learning "State and municipal management", which are the future civil servants, in the conduct of activities with

the citizens of retirement age in addition to teaching skills acquire other skills needed in their future careers.

**The main objectives of the project are:**

- creation of conditions for changes in behavior and life attitudes of project participants: care from a passive position and the formation of a new model of personal behaviour by involving older people and students in a collaborative educational process;
- providing opportunities for realizing the creative potential of older people through the use of information technology and art therapy;
- improving the quality of life, living standards and social activity of senior citizens;
- development and implementation of social projects by the students, increase their participation in public life.
- involvement of representatives of the older generation to active life in society, students for social projects, students and citizens of retirement age to make use of their professional knowledge, life experience for learning;
- development of the system of additional education throughout life;
- methodical assistance to public organizations of disabled people and veterans in the organization and development of creative activity of the elderly by means of information technologies;
- improving computer literacy of seniors, providing opportunities to work on computers in the Internet network;
- creating new interpersonal contacts for single pensioners and elderly people with high life activity.

The project participants are citizens of retirement age on the basis of personal written statement. The project operates according to the program of study and is designed for a specific period of time (32 academic hours). Program sessions include lectures and practical classes in the computer lab. Assessment in the classroom are not displayed. The training is free. Thematic plan may be adjusted during the school year in accordance with the wishes of students and in accordance with available resources.

For training you can attract qualified professionals from institutions of social support, education, health, culture and other organizations and institutions. Duration of one session is 2 hours. The group of project participants is usually 12-13 people. Forms of teaching: lectures and practical classes in the computer lab. Classes are held in the group form. Project participants must participate in the initial survey, follow up testing, surveys held by the organizers of the project during the study period.

## **Thematic plan of the project is as follows:**

**Module 1.** The basic operation of the computer. Device PC, rules of input of information from the keyboard. Storage information device. Work on the computer.

**Module 2.** OS MS Windows. Graphical interface. Desktop, start menu, taskbar. The file structure of files, folders. Basic operations with objects. Windows, working with Windows.

**Module 3.** The text editor MS Word. The interface structure window. The creation of the document. Formatting documents. Saving, opening and creating a new document.

**Module 4.** The Excel spreadsheet. Interface, worksheet, workbook. The concept of a cell address. Creating and editing tables. The formatting. Autocomplete and AutoSum. Enter formulas. In the chart.

**Module 5.** Basics on the Internet. Browser. Addressing on the network. Search in the Internet.

**Module 6.** Friends E-mail. Online registration. Skype. The social network.

**Module 7.** Public services in the Internet.

**Module 8.** Creating presentations. Congratulations to the friends.

## **The results of the project**

For the period of November, 2012 to May, 2014 four groups received training, including 51 citizen of retirement age who participated in the project and acquired the skills of work with computer hardware and software, the skills of using Internet technologies (e-mail, search engines, social networks, government service portal).

Motivation of elderly people during the development of the Internet space is very different. Some go online for cheaper communication with relatives via Internet telephony, e-mail correspondence with friends, find classmates because of the desire to be informed, for virtual visits to museums and libraries, etc. Some even find themselves working in the Internet.

Analyzing the motives of older students it may also be noted that the incentives for study are life circumstances, desire to gain knowledge, availability of free time and just enjoying the process of learning. Despite the end of their professional career pensioners are convinced that education will be useful and see the benefits of training in the overall development. Most of the age students in the classroom are very active and there are no students who never work in the classroom. This is not surprising because nothing and nobody bothers

disinterested students to stop training. Perhaps this is the very big difference between the students of older age and the students of young age. Another possible contrast to young students who seek a light job is the pleasure for older students while performing difficult exercises (in both groups they were half) and creative tasks. This trend confirms that none of the "aged students" don't copy the solution from classmates.

To track the effectiveness of practice surveys of study groups were conducted. On the basis of obtained results we can identify a few facts. So, on the question of the extent of moral satisfaction from the practice, respondents answered as follows:

- 76% satisfied in full
- 10% - not enough satisfied
- 14% - difficult to answer

The answers to the question: "How would you rate the degree of practical value from the study?" were as follows:

- 38% satisfied
- 24% - medium
- a 24% identified the need to continue learning
- 5% - dissatisfied
- 9% - difficult to answer

Thus, in general we can note the satisfaction of the target audience from practice but also the need to improve the training system.

Speaking about the use of the obtained knowledge, 90,5% of students said that they use the knowledge learned in courses in the framework of the project.

Thus, noting the positive results of the course, the student project team led by the teacher plans to develop this socially significant for the city and educational institutions the direction of public works taking into account the difficulties, comments and suggestions of the representatives of the target audience.

### **Literature:**

1. Agency health information AMI-TASS [Electronic resource]. - Mode of access: <http://www.amitass.ru/article/56094.html>.
2. T.C. Plahtiy, M. C. Socio-psychological peculiarities of organization of learning in online communities / M Century T.C. Plahtiy /Computer science and education. - 2007. No. 3. – pp. 39-43.

# **Decision-making patterns of schoolchildren while adding friends on social network sites**

Anna Dubko  
Pushkin Leningrad State University,  
Research Institute for social, economic and pedagogical  
problems of continuous education  
per-vod@yandex.ru

## **Abstract**

In this paper we explored the situation of granting trust to a complete stranger – the situation of accepting friend request in social network Vkontakte. We researched how combination of elements in the profile of the stranger can influence the decision and what heuristics are implicitly involved in the decision-making process. We present results from the experiment taken by 91 schoolchildren that imitated the decision-making situation of accepting friend request.

Keywords: decision-making, social network sites, schoolchildren, behaviour in social networks, Vkontakte, trust

## **Introduction**

Social network sites have recently become a full-featured part of everyday life. While for next generations SNS communication will be as natural as face-to-face communication, contemporary age groups have to develop their heuristics for interaction within virtual frame. High-risk group is schoolchildren as they are growing with SNS as part of their life but don't possess developed critical thinking to manage some situations. Thus of particular interest are heuristics that are involved in the decision-making process of schoolchildren in social networks.

## **Literature review**

Communication in social network site (SNS) is carried out by a substitute of a person – a profile that is constructed from visual and textual signals. As the profile is constructed of conventional signals, most of which are easily faked, such communication demands certain level of trust. As Zhao and his colleagues have shown in their work: people tend to display rather than tell, prefer using implicit signals about their personality and lifestyle, like photos, music rather than direct identity claims like self-description (Zhao et al. 2008), as indirect signals provided through photos are perceived as more trustworthy.

Although researches have shown that virtual identity tends to correlate with real identity (Zhao et al. 2008), we never know whether we interact with real person or this profile only pretends to be trustworthy member of the network while actually is a fake pursuing some hidden aims. Thus, facing a stranger we perceive signals about his personality from the profile and have to assess their credibility immediately to form the initial impression and make the decision whether to enter the interaction or decline it.

The easiest signals to produce and fake are those signals that can be static over time, most of them are textual descriptions: interests, favorite books, films, self-descriptions, place of living, age. Education is also easy to fake, however, this signal is more settled into social context: it should be strengthened by affiliation with real students of that educational institution. Unfortunately for the observer, the easier signal is to perceive and analyze, the easier it is to fake and vice versa. Avatar – picture, representing the user on the site is a borderline element. On the one hand, it is easily faked by various means like Photoshop, on the other hand, even faked it involuntary reveals lots of information: never changing avatar, all avatars are selfies (self-made photos) etc. say much to the viewer.

Opposite group consists of signals that demand constant update and certain efforts to produce, otherwise they become signals of abandoned profile. First of all, wall posts and contact list. The latter additionally places the profile in the social context supporting identity claims or refuting them (Donath 2007). The influence of contact list has three directions: (1) It serves as an instrument of self-presentation, as it is expected that the person is similar to his friends (Donath 2007). (2) Contact list serves as a warranty of a person's trustworthiness. (3) Diversity of contacts in the social network forms person's internet experience.

One of the basic decision-making situations in SNS communication is accepting friend request of a stranger. Choosing whom to friend in VK is significant as user gains access to private information. The decision is based completely on the profile of a stranger. As research has shown, the most attention at first contact is attracted by avatar, top wall posts and contact list (Kessler 2011).

To cope with incoming signals person tends to invent heuristics helping to make decisions in similar situations. They could be individual, like "*never add a*

*stranger*”; “*add only those who write the reason for friending*” etc. However, along with such individual heuristics we believe that there are implicit rules, common for most of users. And they should be related to main elements of a profile, easily observed at first contact: size of contact list, presence of common friends, top wall posts.

## **Method**

Our research aim was to find out what combination of elements (size of contact list, presence of common friends and nature of wall posts) has a significant impact on decision-making in social networks. The only social network under study was VK, since it is the most popular in Russia in general, and among schoolchildren in particular.

## **Participants**

91 schoolchildren from Gymnasium No. 238 took part in the experiment. The children were between 14 and 17 years old. 60 of them were girls, while 31 were boys.

## **Experiment**

We considered three factors: (1) the number of so-called *friends* on the stranger's contact list. That factor had three gradations (less than 30, from 300 to 500 and more than 1,000); (2) Presence of friends in common (there were or there were not); (3) the nature of the stranger's wall content (wall postings that could belong to a real person or only advertising). The schoolchildren were to observe 12 artificially generated profiles that combined the above-stated elements and make a decision whether or not they would accept the friend request from such person. All other elements of the profile were blurred to neutralise the influence of outside variables as much as possible.

## **Results and discussion**

Only 21 people, which is about 23%, did not add anybody because of their personal principle *not to add strangers*. The others 77 % added absolute strangers (remember, that the *people* under appraisal did not exist at all), which allowed to assume that the schoolchildren do the same in reality, opening access



to their pages to complete strangers. The social network is arranged in such a way that one can easily collect confidential information on all other participants by having the minimum data and the *friend* access to one of the profiles. Thus, the carelessness of one node of the network leads to increased vulnerability of other nodes connected to it.

### **Size of contact list**

For statistical analysis we used The Wilcoxon signed-rank test. Previous research has shown that people with larger contact lists are perceived as more attractive (Reese et al. 2007). However, our research has showed that in all combinations probability of positive decision is significantly higher when size of contact list is less than 500 ( $p < 0,001$ ). Only combination of two negative factors: advertising wall content and absence of common friends neutralizes influence of the contact list size.

### **Presence of common friends**

Presence of common friends also significantly increased the probability of positive decision in all cases ( $p < 0.001$ ). Only in case of extremely large contact list ( $> 1000$ ) combined with advertising wall content, this parameter didn't have effect, as in such large samples, by laws of statistics, at least a few common friends will necessarily appear.

Obviously, a friend in common was subconsciously perceived as a guarantor of trust towards the stranger, while the consideration that the person might be nothing more than their friend's incidental acquaintance was disregarded.

### **Wall content**

Top wall posts are important. Whether they are only re-posts from advertising groups, promoting some goods. Or they could be posted by real person: personal statuses, photo albums from trips, humane messages from friends. "Live" top posts, regularly updated, raised the probability of positive decision significantly ( $p < 0.001$ ).

Figure 1 shows the percentage of positive decision to different elements combinations, presented in the form of comparative tables.

There are common friends					There are NO common friends				
Wall content		Size of contact list			Wall content		Size of contact list		
		<30	300..500	>1000			<30	300..500	>1000
		Live	46,15%	36,26%			15,38%	Live	19,78%
Ads	19,78%	14,28%	2,19%	Ads	3,30%	7,69%	4,39%		

Figure 1. % Deciding to accept friend request of a stranger

The data obtained showed how easy it was to influence the schoolchildren's decision. As soon as a swindler somehow diluted his advertising / spam / dangerous content with a few *humane* messages, and controlled the number of people on his/her contact list, preventing it from becoming unnaturally large, then 77% of users began trusting the swindler so much that they opened access to their personal information to him/her.

### List of references

Donath, J. 2007. Signals in social supernets. *Journal of Computer-Mediated Communication*, 13(1), article 12.

Kessler S. Here's How People Look at Your Facebook Profile — Literally. 30.11.2011. <http://mashable.com/2011/11/30/social-profile-eye-tracking/> Accessed on 01 August 2014.

Reese, C., Ziegerer-Behnken, D., Sundar, S.S., & Kleck, C. 2007. The company you keep and the image you project: Putting your best face forward in online social networks. Paper presented at the 57th Annual conference of the International Communication Association, San Francisco, CA.

Zhao, S., Grasmuck, S., & Martin, J. 2008. Identity construction on Facebook: Digital empowerment in anchored relationships. *Computers in Human Behavior*, 24, 1816-1836.

## **As Time Goes By: 'Constant Values' And Changing World In Textbooks Of Russian Language For Beginners**

Alexander Shulgin  
Saint-Petersburg State University of Economics  
shulgin@finec.ru

Most of 'classic' textbooks of Russian language for foreign students were published for the first time several decades ago and were revised, revamped and reprinted many times since. Through all the years they have amassed quite a few anachronisms, realities of bygone Soviet times, and situations that are unnatural in modern life. It slows the process of learning down and may perplex the students. Most of the textbooks that are published outside Russia seem to be almost free of 'anachronistic' missteps but they may contain non-existing facts about life in Russia, some phrases are linguistically forced and some situations are not very natural. Excessive presence of slang words and expressions may disorient the learner as well. The teacher has to critically analyze and probably revise the material of the textbook and students must be ready for the situation when some of it is omitted or changed by the teacher.

Keywords: textbook for foreigners, anachronism, revising.

Every textbook of foreign language (at least every good one) is in a way a small universe of its own, partly opened to the real world, partly impenetrable. It has its special system of coordinates and its own value scale. You may think of textbook as of a drama or a comedy of sorts with its heroes (and probably anti-heroes), with its plot and dynamics; sometimes you know exactly what to expect on the next page, sometimes there're surprises for you or even shocks. A textbook may look like a doll's house where you describe small things and play with small and simplified model of real life. In other words, a textbook is not only 'a book with texts' but an organism that lives, matures, and at last becomes old and unwanted.

A textbook is a must at elementary level of teaching of foreign language. On advanced levels the teacher may vary the material taking it from different types of textbooks according to preferable aspect of learning and students are able to take stock of the content if there's a need, but on beginners level the choice of the textbook defines the whole progress of learning and students take language material of textbooks for granted. The teachers of Russian language for foreigners who have groups at beginners' level may choose from a wide range of 'classic' textbooks which proved to be effective through many years. The

textbooks the following examples are taken from were first published several decades ago and were revised, revamped and reprinted many times since: "С.А. Хаврони́на, А.И. Широ́ченская. Русский язык в упражнениях" ("Russian in Exercises" by S. Khavronina and A. Shirochenskaya, 19 editions, the first in 1973, the latest in 2012); "С.А. Хаврони́на. Говорите по-русски" ("Russian as We Speak It" by S. Khavronina, 19 editions, the first in 1975, the latest in 2014); "Ю.Г. Овси́енко. Русский язык для начинающих" ("Russian for Beginners" by J. Ovsienko, 15 editions, the first in 1989. It is indicative that in the latest edition (2012) there's no information that you have a re-edited book in your hands).

The surprisingly long and fruitful life of these textbooks has its negative side: through all the years they have amassed quite a few anachronisms, realities of bygone times, and situations that are unnatural in modern life. Despite the indication that the edition is a re-worked one the amount of such things may be rather noticeable, it slows the process of learning down and may perplex the students. The situation becomes more complicated when a teacher works with a textbook for many years feeling comfortable with familiar material and not noticing that it partly conflicts with the present day. For example, we meet as words of general use such words as *телеграмма, магнитофон, марка, радиомагазин* (*telegram, tape recorder, postage stamp, radio shop*). In 2013 my students from China couldn't guess what 'telegram' is even after checking the meaning of the word in dictionary. The obsolescence of the object complicates relatively simple tasks: *Виктор купил магнитофон. – Вы знаете, какой магнитофон купил Виктор? (Victor has bought a tape recorder. – Do you know what type of tape recorder Victor has bought?)*. Not all words of this sort are out of general use now (*крестьянин, санаторий, портфель* [*peasant, sanatorium, schoolbag*]) but we meet them at periphery of our speech which makes them unnecessary in textbooks for beginners. In some cases the word (and the object itself) does not go out of date at all (*газета, телефон* [*newspaper, telephone*]) but the usage of it has been changed. The familiar situations appear to be anachronistic: *у меня есть последняя французская газета; я читаю газеты после завтрака; это писали в сегодняшней газете или во вчерашней? (I have the latest French newspaper, I read newspapers after breakfast, was it in today's newspaper or in yesterday's?)*. The extensive prevalence of mobile

communication makes the following situations strange and impracticable: *скажи ему, чтобы позвонил мне сегодня; как только придет домой, пусть сразу позвонит мне; в вашей квартире есть телефон?* (tell him to telephone me today; as soon as he comes home he must telephone me; do you have a telephone in your flat?). Technical progress and computer technology in particular falls short in textbooks, with some relics of immediate past remained (*дискета* [floppy disk]). Some situational tasks look forced as well: *ты постоянно уговариваешь меня купить компьютер, зачем он мне нужен?* (you're always convincing me to buy a computer, why do I need it?).

A significant part of the material reflects the realities of bygone Soviet era: *летом туристы были в Москве, они были на заводах и фабриках; вчера Джон был в кино, смотрел документальный фильм о спорте "О, спорт, ты – мир!"* (in summer the tourists went to Moscow, they visited plants and factories; yesterday John was at the cinema, he watched the documentary "Oh, Sport, You Are Peace!"). Sometimes the situation looks simply atavistic: *Наташа и ее мама недавно получили квартиру* (Natasha and her mother recently got a new flat). Normally you couldn't buy an apartment in the USSR, you 'got' it from the state for free if you had a right and a chance; the situation changed to diametrically opposite since then. The unpretentiousness of life during Soviet times is still reflected in some of the texts and tasks: *Квартира хорошая, теплая; сегодня в клубе идет новый фильм; какие удобства есть в их доме?* (the flat is good and warm; today a new film is on in the club; what modern conveniences do they have in their house?). Sometimes there're evidences of incomplete revision of content: *в России метро есть не только в столице, но и в Санкт-Петербурге, в Новосибирске, в Екатеринбурге, в Нижнем Новгороде, в Самаре, а также в Киеве, в Тбилиси, в Ташкенте* (in Russia we have metro not only in the capital city but also in Saint-Petersburg, Novosibirsk, Yekaterinburg, Nizhniy Novgorod, Samara, and in Kiev, Tbilisi, Tashkent as well). The prices in rubles in texts and exercises may also seem immensely high or low, due to periods of inflation and denomination of ruble. It simply depends on the year when the latest serious revision of the textbook was made. The illustrations (which are of varied artistic value) usually are not revised at all so one may notice rotary dial telephones, transistor radios and not very fashionable cloths. Usually

there's more fun than problems with it though some obstacles may occur with attributing products (like milk or juice) if they are depicted in packages that are not in use since Soviet times.

The BBC course for beginners learning Russian – “Russian Language and People” – seems to be a correct example to compare with. This long-liver has been published and revised many times (the first edition in 1980, the latest in 2006). Positioned as multimedia language course, it is partly a textbook, partly a reader about Russia, partly an encyclopedia of some kind. This approach seems to be the reason why there're no evident anachronisms: if something looks dated for the learner usually he may find explanations or comments on the same page. Nevertheless the book is not free from non-existing facts about life in Russia, for example it tells that people have Easter holidays (actually there're no additional non-working days to Easter Day) or beat themselves with birch twigs when swimming in winter.

Two Finnish textbooks of Russian language for beginners (“Можно!” [2004] and “Кафе Питер” [2011]) seem to be almost totally free of ‘anachronistic’ missteps, probably due to the fact that they were not issued many times. The material is diverse (if not comprehensive), the presentation is learner-friendly and the illustrations complement the chosen approach. On the other hand, the attempt to be as modern as possible leads to inclusion of different slang words and expressions, most of which are out of place in a book for beginners. The very first Russian word given in “Кафе Питер” after the alphabet is *тусовка* (*get-together, hangout*). Some words and expressions may seem rude: *идиот; мама, это не твое дело* (*idiot; mum, it's not your business*). Like in most of the textbooks of Russian that are published abroad, some phrases are linguistically forced and some situations are not very natural. For example, Moscow University building is called *зуб Сталина* (one of “Stalin’s teeth”, the expression never used in Russian); the first client of the day gets double sum as a bonus in a currency exchange bureau (which looks pretty fantastic).

What's the bottom line? All the textbooks that are mentioned above contain a whole array of grammar methods, lexical material and conversational tasks, and most of it is thoroughly done. The fact that they were published and re-edited many times indicates their high level and methodological value. At the same time

the critical mass of small inadequacies may hamper the process of studying. The teacher has to critically analyze and probably revise the material and students must be ready for the situation when some of it is omitted or changed by the teacher.

## **Issues of CSR principles transfer in Russian universities partnership**

Trifonova N., PhD., ass. prof., head of international business department

Borovskaya I., PhD., ass.prof.

Sarakhanova N., PhD., ass. prof.

Sain-Petersburg State University of Economics

Today the leading universities of the Russian Federation are not able to continue their own activities following the streamlined path. The level of tasks complexity and problem area which is simultaneously under formation require network ways and methods of integration and interaction of the government, universities educational environment and business community, where the last-mentioned acts as a core.

The Government of the Russian Federation in the Concept of long-term social and economic development of the Russian Federation until 2020, approved by the Government executive order dated November, 17, 2008, No 1662-r, determined that the state economy could not be transformed into an innovative development type without the implementation of competitive national innovative system, which is the aggregate of complementary structures involved in manufacturing and (or) knowledge and technologies commercial implementation; as well as the network of legal, financial and social establishments, which ensure interaction of all educational, scientific, entrepreneurial, and nonprofit organisations and bodies in all economic and social life sectors.

«Universities as the centres of new knowledge generation. Their educational activities and scientific researches deserve close attention from the government institutions concerned with the successful modernisation of the Russian economy and rise in the standard of living». (Kuftryev I.G., Rykhtik M.I. b 2011). Educational establishments as well as other economic players take into account interests of both direct shareholders and other stakeholders, which are called attention actively by governmental and social institutions (Campbell, 2007). Knowledge-intensive innovative enterprises are of great importance in the state economy; they determine the state socio-economic development.



In two recent decades universities' foreign communications have experienced some qualitative and quantitative transformations. Formation and institutionalisation of steady partnership with entrepreneurship and non-governmental organisation as well as educational institutions, including national and foreign universities have resulted in the emergence of a large number of various network elements. The structure of above mentioned networks depends on their purposes, performance, form of interaction, and also the degree of trust among the actors (network partners).

A full fledged analysis and classification of the array mentioned deserves a dedicated study, as the scale of this phenomenon demonstrates the importance of such network interaction and its influence over the social environment.

To begin with, there are theme university networks operating successfully, national ones, like the German working group of Health Promoting Universities (German HPU network), or cross-borders, like the COPERNICUS Alliance aimed to promote the role of sustainable development in European higher education and to improve education and research for sustainable development in partnership with society and policy (Mader, 2013). Also, there are global alliances, like the Association of Pacific Rim Universities (APRU), Universitas 21 (U21), and the Worldwide Universities Network (WUN). Developing countries networks are less visible on the world stage, nevertheless their mission is of critical importance at regional or national levels. Aside from world-class universities joining their forces, there are other examples: Nigerian Universities Network became a gateway to world, helping 42 institutions to overcome the isolation of academic activity and research. In a resource-constrained environment networking may mean survival.

However, irrespective of the importance of universities participation in inter-university alliances for further development, which opens up new opportunities of teaching, research, recruiting, etc., such a system has limited performance being a «thing-in-itself». Provided that they act in a higher-level network and interact with other stakeholders, universities (or university alliances) are able to drive socio-economic development. Multiple-aspect and variable-based, well-regulated interaction may help to implement diversified project activities within the overall strategy of sustainable development.

Interaction with regional and national actors requires a comprehensive alignment of communication, coordination, management, and innovation processes, organising and adapting behavioural patterns considering all stakeholders' interests. The more interdependence increase, the higher risks, inherent in the partner and a fortiori network interaction, are.

Upon that, universities part and integration into those networks vary. In some experts' opinion (Mader, 2013; Devine-Wright et al., 2001), universities may appear

- as leaders who guide and actively shape the development processes in such networks;
- as gatekeepers who manage access to the network and have more a role as facilitators;
- as spokespersons who represent the university and speak with one academic voice within the network;
- as bridging institutions who have the role to connect to other stakeholders or networks;
- as independent actors who monitor and evaluate the networking developments.

In the meantime, the current trends reveal that they are universities which are converted into virtual corporation of the future, able to combine national and regional interests, expertise, and business community requirements, able to allocate information and human resources.

Universities are involved actively into global challenges facing humanity, namely food demand, urbanization, energy demand, alleviating poverty and others (Timothy O'Shea, 2010).

Educational space can be identified via understanding the differences and common features with business space. Most researchers determined habitually business community as the most flexible structure, considering educational environment of university as a source of stability. But the history of educational space performance of universities in the world, Europe and Russia, proves otherwise. Many universities have proven themselves to be incredibly firm, sustainable institutions due to their ability to adapt to changing circumstances and conditions, protecting their own traditions and values. For example, in Europe, as the heart of civilisation, four universities of the five «saw the light" in the last century. In the UK, only three-quarters of universities were established

during the last forty years, and 30 of them (former polytechnics ones) were established in the period after 1992. All universities with long pedigree "survived" only because of substantial and significant change. A significant factor of incomparably greater sustainability and flexibility of Universities in comparison with business systems was the value-conscious nature of universities educational space. Contrary to the business space, where survival is determined by the responsible interaction with different groups of stakeholders, in the educational space it is implemented rather than declared multidirectional responsibility, which forms the only chance for long-term operation of the University.

University as a subject defining the responsibility of the interaction, has a number of distinctive features. (1) Dahan & Senol differentiate higher education institutions via the understanding of the "customer", when students are turned into customers, it can destroy the core understanding of the education as well as the student-academic relation. (2) The broader responsibility of the higher education institution (Dahan & Senol and Gumpert). (3) the function of formation and knowledge and principles transfer is delegated to universities by state and business structures, thus university is involved actively and directly in teaching the principles of CSR to contact audiences.

The concept of corporate responsibility used by organisations is out-of-legitimate one, it is outside the legal supervision system of organised activity. CSR is affected with the existing traditions of the business and industrial conduct at international and local levels, the level of competition, social activity, corporate culture, leader's activity and business partnerships.

The vision of CSR as of some populist mechanisms to support and improve the company reputation and corporate image is very limited. CSR is, above all, the definition of the system of rules of the business-game and the acceptability of behaviour in the market, as well as the core values understanding, that allow you to gain stability and flexibility in the implementation process, companies had realized that, if used properly, CSR strategies can be profitable and create value propositions such as competitive advantage and corporate reputation (Porter and Kramer 2006).

Generalisation of the practice of responsible business behaviour is largely responsible for that that international and national public institutions have established principles which form a balanced approach and ensure sustainable development in the three areas of responsibility: social, environmental and economic.

In particular, the UN Global Compact has developed the following principles (total 10) of the activities; organisations have the opportunity to join those principles on a voluntary basis and to follow those principles of responsible business activities, such as (1) Business should support and respect internationally proclaimed human rights, (2) Business should support elimination of discrimination in employment, (3) Business should support a precautionary approach to environmental challenges, (4) Business should undertake initiatives to promote greater environmental responsibility, (5) Business should encourage the development and diffusion of environmentally friendly technologies (6) Businesses should work against corruption in all its forms, including extortion and bribery.<sup>1)</sup>

In Russia, in addition to legislated social responsibilities of organisations, there are a number of public initiatives, in particular, the Russian Union of Industrialists and Entrepreneurs released an open contract «Charter of the Russian Business» which Russian companies can join similar to the procedure of joining to the UN Global Compact.

Over 400 universities have joined the UN Global Compact, 2 Universities have joined the Charter of the Russian Business. Thus, by developing (CSR) strategies higher education institutions are also discovering the opportunity to move the focus beyond the classroom into their own institutional operations (Dahan & Senol, 2012).

The flexibility of the UN Global Compact principles is not disputed; however, a consequence of such flexibility is that they do not take into account the complete range of risks that occur in different sectors of the economy. For example, the activities of extractive industries imply higher environmental risks. University structures risk zone concerns the observance of intellectual property rights. Hence, CSR separation and separate study should depend on the type of activity

of governmental, organisational and university social responsibility subjects (M.Cid, 2014).

Thus, the only organisational and spacial phenomenon both in the international and national sector, which survived centuries-long history and demonstrated the properties of sustainability and flexibility, is the educational space of leading universities. Although issues of CSR have always been a part of the educational mission of higher education institutions, through implementing CSR strategies, higher education institutions are now using this approach as a part of their competitive strategy (Dahan & Senol, 2012).

In previous decades the leading universities of the Russian Federation have shown that they can adapt to the new realities in the shortest amount of time possible:

- relying on economic criteria, to produce a significant number of specialists, bachelors and masters at minimum resource expenses and maintain a high level of training quality;
- relying on educational criteria to meet the business community needs in the graduates expertise, meet the graduates expectations in terms of qualification flexibility, maturity and career readiness, as well.
- Leading universities of Russia form their ability of being in demand among various groups of the target audience: from foreign students to regional employment centres in the Russian Federation, due to:
  - student accessibility to university space through various forms of education;
  - student employment in research centres in the period of study;
  - ongoing training and reversible students traffic patterns;
  - system of knowledge and educational projects testing, which meets the highest requirements;
  - diversification of educational space development;
  - improving research range, etc.

Mobility requirements largely depend on the format of the educational program: the basic program or programs of further vocational education. Universities are able to maintain their own specialness in the process of Bachelor programs formation and implementation, they meet the requirements of the state educational standards and traditions of licensing programs and training profiles; however, the Masters program as a two-year cycle, is formed as a construct that binds the market needs, university traditions and the needs of business structures.

Thus, the master programs are based on a different adaptability and mobility of educational space. Requirements to these adaptability and mobility of educational space become even more important under the conditions of demographic challenges and unmanaged migratory movements. Further vocational training programs with cycle lasting from several weeks to several months appear at the intersection of the state interests, the industry-specific request and resource capabilities of several universities; they require constant motion, response and mobility on the part of the educational product initiators and organisers.

Universities have previously acted (but only as intermediaries) in the cooperation of the state, industry clusters and business structures. Today the centre of integration in Russia moves into universities educational environment, demanding united expertise of leading federal and regional universities, which are able not only to test, but also to ensure the implementation of resource requests from representatives of the Russian Federation subjects, the leading sectors, as well as individual local and international companies operating in the Russian Federation.

Debate on the new role of the university community goes beyond it. Universities need to create and develop new concepts. The recent debate in Russia about the need to concentrate the research base in few elitist universities and establish teaching universities only, had no results. There is only one obvious fact: today universities should be way ahead and save the fundamental values and intellectual heritage due to their readiness to initiate and build networks and integration methods.

Further research is necessary to justify the need for the formation of concepts network based methods of integration interaction of the state, education, and business and new forms of its practical implementation in a low granularity of business interests in sustainable over time, focused on national and territorial interests training system. In that regard, it is viable to detect the distinct advantages of network interaction methods of education and business, as well as network forms of educational programs implementation for the economic environment development.

Formalization of mutually beneficial connection in the process of interaction among the state, university educational space, business and education, allows us to formulate one of the conditions to improve the quality of integration, which is a motivational transformation of long-term partnership participants, implying the formation of a trusted interaction schemes; changes in the process of educational programs initiation based on the areal-country request; educational programs direction towards the development of unique and regionally oriented expertise, to avoid duplication of subjects, as well as to maintain and develop principles of social responsibility in the new construct of networking.

Implementing mobile forms and declaring partnership within created networks, the educational network members soon (soon, as there is no other way!) will face the challenge of ensuring trusted interaction, the benchmark for which could be the principles of corporate social responsibility passed the continuous and comprehensive appraisal.

Implementation of university social responsibility is an ethical and intelligent management of the impacts produced by the organization on its human, social and natural environment, for the sustainable development of Society (Juan Reiser G.)

Integrated structures show examples of the value approaches transfer between the organizations, in particular, it occurs widely when the requirements for the CSR construction to an external order is either explained as a purchasers' requirement for prospective suppliers or dealer structures, thereby transferring the culture of responsibility.

Not least important issue is the observance of the declared principles by all company employees. Typically, such a system is a system of compliance, the system which informs the staff on the areas of responsibility and the requirements for the responsible behaviour.

Creating partnerships and providing a resource combination, the participants of the educational network focus on mutual responsibility issues, thus providing to government agencies a priori. At the same time responsibility to the target customers group can be the most vulnerable. In large network educational constructs responsibility to their own staff audience may weaken. A striking

example of the new networking can be defined the heads of regional ministries and departments training program, as well as training of other representatives of the budgetary organizations, responsible for improving the energy efficiency in organizations and institutions of the Russian Federation. Objectively, this program can be determined as the educational project of high complexity, which demand network partnership form within the community of the leading universities in the Russian Federation. NRTU Moscow Institute of Steel and Alloys, FSBEI HPO Saint-Petersburg State University of Economics and NRU Tomsk State University have joined forces to develop a representative part of the package of methodical maintenance and support of sub-program "Energy saving and energy efficiency", the qualification level of expertise of the staff involved in target groups teaching, the formation of the expert community in the regions of the Russian Federation, and organisation the monitoring system of the educational process as a whole. Each of those universities, acting as an executor of the State contract, formed its own scheme of network partnerships with major regional universities providing educational area, involving academic teaching staff and expert community to the educational and training process, implementing continuous interaction with public sector managers and specialists, in the process of implementation energy conservation and energy efficiency solutions in the region.

Vulnerable area of responsibility to the client (in this case, trainee) requires additional efforts towards the establishment of a network local acts that support the interests of the target audience in terms of providing students with an opportunity of consulting engagement, methodical maintenance and support, possibilities for horizontal cooperation with group representatives, tutors, administrators of educational platforms. Responsibility to the own staff audience is based on the functional balance provision, transparency in performance evaluation participants of the educational project; remuneration, functional value, workload and contribution tradeoff.

Thus, the development of a mechanism for correlation the interests of participants in the network, an educational project, the working group, is only the first stage, which is inevitably followed with the second stage; the stage of formalisation and measurement, which is based on the previous projects experience



systematisation. In the networking self-management processes are the only possible regulator of interaction stability, transparent nature of which may later lead to a trusted partnership. As early as at the initial stage of a trusted partnership formation the following principles of social responsibility network must be declared and used as a benchmark (the author introduces the definition similar to the corporate network responsibility):

- Open position to identify and discuss by partners social benefits of cooperation and the possible risks of partnership in the CSR implementation
  - perception CSR transfer as a transfer of values, "participants in the interaction should define clearly the "rules of the game» and establish so-called «relationship based on mutual influence and learning» in which the two parties concerned adapt to the needs and specifics of their partners. "(Kuftryov I.G., Rykhtik M.I., 2011)
- Joining to the open principles of CSR: UN Global Compact, the Charter of the Russian business, which will bring the individual responsibility of each network partnership participant.
- Development of a common compliance system that will allow each organization independently, and as part of the project collectively, to inform employees about the areas of responsibility and requirements for responsible behaviour.

<sup>1)</sup>Десять принципов Глобального договора ООН. Режим доступа: [http://www.unglobalcompact.org/Languages/russian/ten\\_principles.html](http://www.unglobalcompact.org/Languages/russian/ten_principles.html)

### **References:**

Barano M. The socially responsible university of XXI century. Conference The Social dimension and responsibility of universities, Malaga, 2010

CAMPBELL J.L. Why would corporations behave in socially responsible ways? an institutional theory of corporate social responsibility Academy of Management Review 2007, Vol. 32, No. 3, 946–967.

Comparative Research on the Social Responsibility of Universities in Europe and Development of a Community reference framework EU-USR 527209-LLP-1-2012-1-RO-ERASMUS-ESIN WP2 USR GOOD PRACTICE COLLECTION – FINAL REPORT

Dahan, G. S. «Corporate Social Responsibility in Higher Education Institutions: Istanbul Bilgi University Case» American International Journal of Contemporary Research Vol. 2 No. 3; March 2012

Куфтырёв И.Г., Рыхтик М.И., «ПАРТНЕРСТВО УНИВЕРСИТЕТОВ И БИЗНЕСА: ОПЫТ США информационно-аналитические материалы», Нижний Новгород 2011

O'Shea T. Social Responsibility & Sustainability Strategy 2010-2020

Porter, M. E. and Kramer, M. R. (2006). Strategy and Society: The Link between Competitive Advantage and Corporate Social Responsibility. Harvard Business Review December R0612D, 1-15.

Программа «Эврика» Университет-Регион-Бизнес: на путях интеграции, 2013

Reiser J. G. Managing University Social Responsibility, 2007

Urbanovič J., Tauginienė L.«Institutional Responsibility vs Individual Responsibility: Ethical Issues in the Management of Research Performance», Procedia - Social and Behavioral Sciences Volume 81, 28 June 2013.

Mader M., Mader C., Zimmermann F.M., Görsdorf-Lechevin E., Diethart M. Monitoring networking between higher education institutions and regional actors. Journal of Cleaner Production, Volume 49, June 2013, Pages 105-113.

Devine-Wright P., Fleming P.D., Chadwick H. Role of social capital in advancing regional sustainable development. Impact Assessment and Project Appraisal, 19 (2) (2001), pp. 161–167.

## Ways to develop professional competences of HoReCa staff in Russia

Irina Churilina

Ph.D. in Economics & Assistant Professor of Social Management Department,  
Herzen Institute of Economics and Management,  
Head of Hotel Business Educational Program,  
St. Petersburg, Russia

Elena Egorova

Ph.D. in Pedagogy & Assistant Professor of Social Management Department,  
Herzen Institute of Economics and Management, Practical Training Tutor of  
Management and Hotel Business,  
St. Petersburg, Russia

Alexey Musakin

Ph.D. in Economics, Member of the Board of Cronwell Hotels & Resorts,  
Director General of Cronwell Management, Director of the Russian Hotel  
Association in St. Petersburg and Leningrad Region,  
St. Petersburg, Russia

**Annotation:** article focuses on experiential learning and the development of HoReCa Staff and management in the hospitality industry Russia.

**Key words:** competences of HoReCa Staff, HR development tools, buddying, job shadowing, counselling, secondment

Today, qualified personnel is becoming one of the strategic resources of HoReCa enterprises. For this purpose, companies engaged in the hospitality industry establish in-house excellence centers for new starters, assess the learning performance and further professional development of existing staff.

Diverse techniques are used for staff teaching and development. N. Krasnova describes the following HR training and development tools (Table 1) [1].

Table 1. HR development tools

Training	Developmental experience
Training programs	Job rotation
Teaching programs	Delegation of authorities and tasks
Participation in conferences	Participation in corporate projects
Comprehensive business education	Work placement
Work with learning materials	Learning: role play, business play
Discussions and debate: reading, mentoring, case-studies, coaching	Development of work procedures and standards

Besides the above mentioned techniques, there are training methods hardly known in the Russian market, but extensively used by foreign companies. Today, the up-to-date ways of training are buddying, job shadowing, counselling, secondment (Table 2) [2].

Table .Modern techniques of training

Technique	Key point	Use
Buddying	Support and assistance of staff in order to reach business purposes. The key point of the technique is to give each other information, unbiased feedback. It looks like informal mentoring.	- to teach personnel in the course of adaptation; - to boost the efficiency of changes put in place within the organization; - to communicate among divisions, organizations with shared projects; - to develop staff's 'behavioral' skills; - a tool of teambuilding.
Job shadowing	Monitoring of an employee's actions and study of his work specifics.	Basically, for trainees, graduates, members of candidate pools.
Counselling	A type of consulting for dealing with specific professional tasks and personal development of staff.	- for the assessment and active development of creative jobs within short periods of time; - for employees to assess their activity and solve problems.
Secondment	A type of job rotation with an employee assigned to other hotel department for temporary duty, after which he returns to his role.	- to enhance the awareness of staff about hotel or network business - to boost the performance of own subdivision - to develop teamwork skills in new conditions

According to the statistical data, the use of development techniques for staff has international differences. Thus, Russian companies prefer modular training, while Western companies widely use the above mentioned development techniques for production staff and managers (Fig. 1)[3,5].

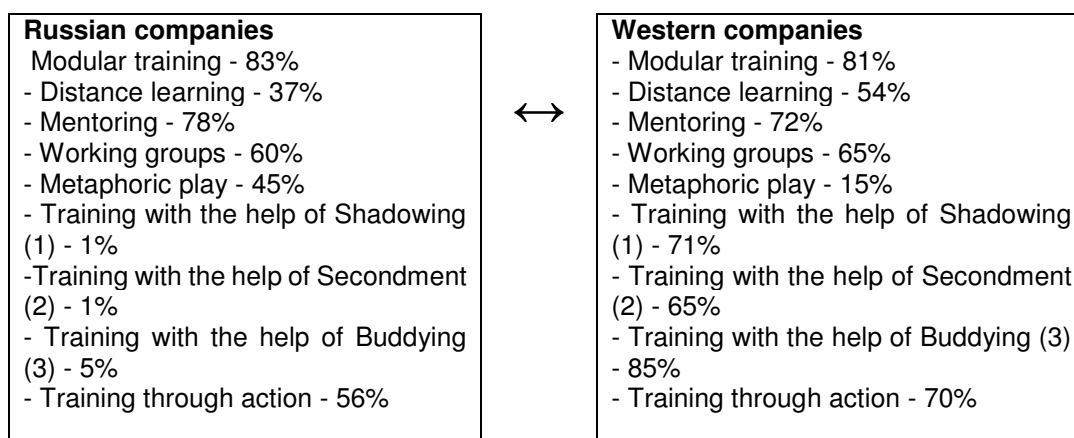


Fig. 1. Comparison of staff development techniques in Russian and Western companies

Let us review the technique of job shadowing in detail. The thing is that a learner 'shadows' a more experienced employee ('mentor') for some working days (from one to three). He gets an opportunity to discuss work situations not only with the employee, but with other staff, as well as get insights in this or that role. This technique was developed for students in Boston in 1996, and assisted new starters to settle in; 1997 saw the establishment of the National Job Shadow

Coalition. Job shadowing gives undisputed advantages to both students and educational facilities, as well as hotels (Table 3).

Table 3. Advantages of job shadowing

<b>Advantages for colleges</b>	<b>Advantages for students</b>	<b>Advantages for hotels</b>
get information about HoReCa companies, their requirements to graduates, job standards, relevant competences;	get an insight into the selected professional area, further competences;	Get an opportunity to tell about themselves, enhance their appeal for students;
As a result, they can adjust existing curriculum programs;	growing interest in the selected professional area and rising motivation to obtain knowledge while in college;	Get an opportunity to headhunt the most up-and-coming students;
	Graduates become familiar with the values and corporate culture of HoReCa companies;	The risk to recruit an unmotivated person reduces by 35%.
	The technique helps graduates to select a place for work;	

Thus, job shadowing is a mutually beneficial form of collaboration between students of the HoReCa industry and colleges.

This technique can be used not only to teach students, but also to facilitate the adaptation of newcomers, to enhance the integration among divisions, to network with more seasoned employees, to teach the members of candidate pools (Table 4).

To ascertain the methods used in the HoReCa industry, the authors of this article conducted a research supported by the Russian Hotel Association and the Association of Minihotels of St. Petersburg in 2014. As many as 37 hotels in St. Petersburg and Leningrad Region took part in the questionnaire. The research has shown that job shadowing is widely and commonly used in the hotel industry, however it is complicated to assess its performance due to the problems with the continuous communication between hotels and universities. Students whose on-the-job training is organized at hotels quite often do not understand the specific nature of hotel management, have not made up their mind in the area of professional preferences, thus, do not communicate with a potential employer.

Dedicated universities, institutes, departments often set up virtual educational space whose many functional processes are organized with the help of software, but the personal communication among students, tutors and hotel staff is arranged worse. In our opinion, this is why today, in order to overcome communicative challenges of hotel staff training, *we need to develop the system of three-party feedback which can be offered by a new software product.*

Table 4. Applications for job shadowing

#	Applications	Description
1	Career guidance	In summer, many HoReCa companies recruit senior students for temporary work. Students can make a conscious choice of future profession.
2	Primary adaptation	A newcomer's anxiety and fear of new goals at work are relieved, a person understands one's professional tasks and roles better.
3	Enhanced integration among company subdivisions	Share of corporate experience (employees of all organizational hierarchy levels are engaged)
4	Networking (work with a more experienced or successful employee)	Monitoring a successful model of a more experienced employee.  Experience can be shared within one unit or department.
5	Training of candidate pool members	Job Shadowing helps to reduce risks and challenges in the work process and training of company's candidate pool, to lower the anxiety of new starters settling into their role.

The research has also revealed that the respondents use internal and external job rotation or secondment extensively for the development of production personnel and managerial staff (Fig. 2).

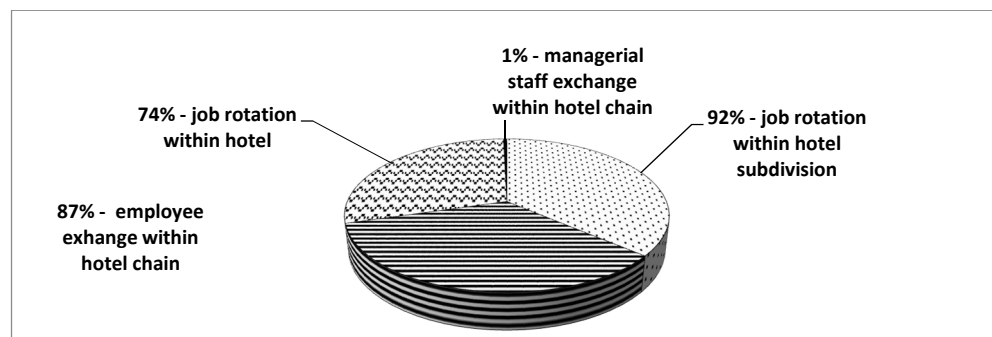


Fig. 2. Employee exchange in hotels

The respondents have said that job rotation (exchange) may last from 1.5 to 2 years. The use of such technique for the development of hotel staff is explained by the fact that the hotel staff gets an opportunity to improve one's competences through the changed conditions of one's roles. The salary remains unchanged, and sometimes motivation even surges. However, staff exchange (especially, managers of all levels) may provoke a range of problems in Russia (Fig. 3).

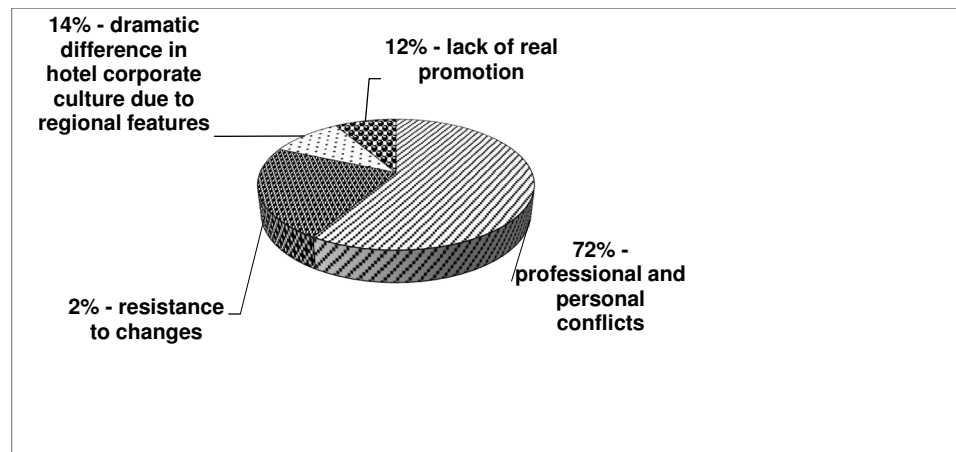


Fig. 3. Problems of staff exchange

The respondents have also noticed some positive changes of *shadowing*: in general, the dispatching and receiving parties enhance their staff skills considerably through external exchange (Fig. 4):

- ✓ Improve teamwork and cross-functional collaboration;
- ✓ Bolster team morale and motivation of personnel;
- ✓ Develop network of contacts;
- ✓ Form the goodwill of an employer targeted at society's interests.

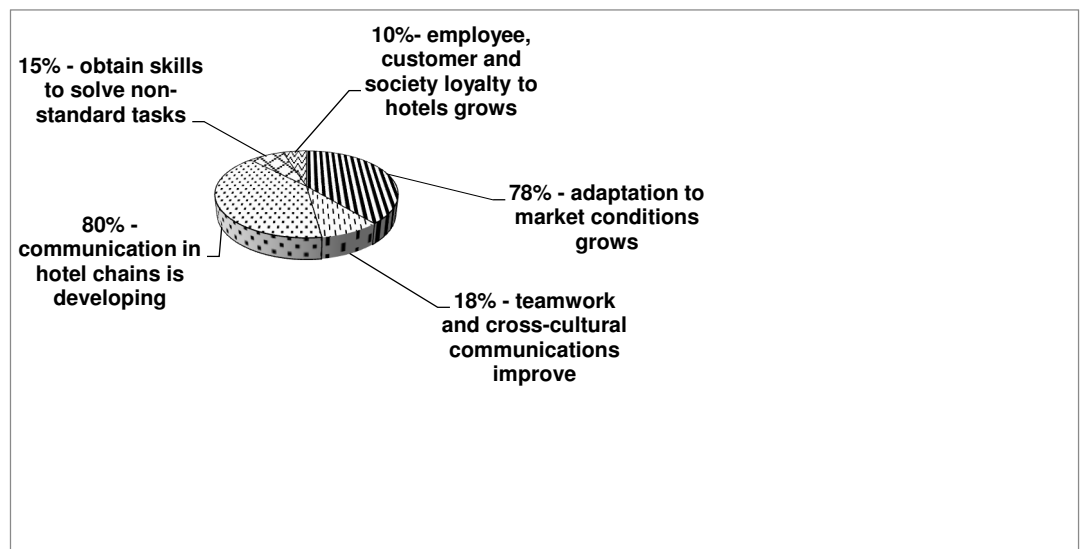
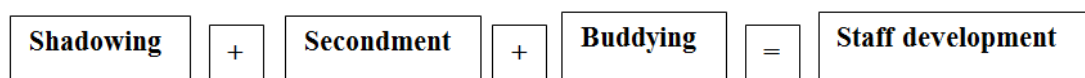


Fig. 4. Advantages of the integral staff development model at Russian hotels

The respondents have noticed that the peak of resistance is caused by the exchange between different hotels in a chain, especially, if one needs to move to another city. In this case, such motivation as double salary may not reduce such resistance at all. The respondents have also noted that the offer to work in a regional city (without long-term relocation) is not also appreciated, because work in the region means more time to travel from the center to the place of work due to the difficult situation on roads and highways (traffic jams, crashes, etc.). People's mental differences in the regions of Russia due to the national features may form specific manifestations within a common model of corporate culture in a hotel chain. As a result, the working techniques in one hotel may differ greatly from those in others. In this case, the adaptation process for a manager or specialist may take 1,5 - 2 weeks instead of 1-2 months.

The participants have noticed that managerial staff (line managers and CEO) in Russia use the adapted and modified model of personnel development, which is an integrated model (Fig. 5).



*Fig. 5. Hotel staff development model in Russia*

According to Alexey Musakin, this model is typical for Russia only, and has its advantages over single-method use for the development of hotel managers and personnel.

Thus, in order to train and develop personnel, Russia's HoReCa industry uses the integrated model, including e-learning methods, professional e-networks. Besides advantages, such model has pronounced drawbacks connected with the development of three-party feedback models among partners in virtual educational space.

We hope that new software programs targeted at feedback challenges at the stage of training of hotel staff and managers will highly boost the efficiency of both Job Shadowing, and, in general, will be positive for the mutually beneficial cooperation of HoReCa companies and institutions of learning.



## References:

1. N.V. Krasnova. Development of company personnel: practical guide. – Moscow: Moscow Financial and Industrial Academy, 2011. – 54 pages.
2. N.N. Oparina. Development tools: new opportunities//HR management guide, No. 2, 2012. Access mode: [<http://www.pro-personal.run/journal/794/381023/>]
3. O. Syrykh. "Job shadowing" as is. Access mode: [<http://www.kaus-group.ru/knowledge/300-articles/material/315/>]
4. O. Syrykh. Personnel training with the help of Job Shadowing. Access mode: [[http://www.ucfd.ru/article/articles/obuchenie\\_personala\\_metodom\\_job\\_shadowing2/](http://www.ucfd.ru/article/articles/obuchenie_personala_metodom_job_shadowing2/)]
5. O. Syrykh. Modern technologies and methods of personnel corporate training. Official website of Finansovy Dom Training Center. URL: [http://www.ucfd.ru/article/articles/sovremennye\\_tehnologii\\_i\\_metody\\_korporativnogo\\_obucheniya/](http://www.ucfd.ru/article/articles/sovremennye_tehnologii_i_metody_korporativnogo_obucheniya/), 29.08.2011

# **Internationalization of higher education in Russian Federation**

Tereshchenko Svetlana,  
Saint-Petersburg State Forest Technical University,teresveta@mail.ru

Speranskaya Natalia,  
Saint-Petersburg State Forest Technical University,umslta@yandex.ru

## **Abstract**

The process of internationalization of higher education is occurring all over the world. Internationalization greatly influences on the development of high education institutions. Essential changes are occurring in higher education in Russian Federation. A lot of students, teachers and staff is studying or working in the foreign universities. International educational programmes are offered in Russian Universities. Joint international educational and scientific projects are realized .Internationalization of higher education in Russian Federation leads to organizing teaching in English, using innovational teaching methods. raising the quality of higher education.

Keywords: globalization, higher education, internationalization,

## **Introduction**

Higher education has become a real part of world globalization process. Altbach P. & Knigh J (Albach &Knight, 2007) define globalization in high education as the economic, political, and societal forces pushing 21st century higher education toward greater international involvement. One of the real changes that occurred in the last years is that global capital has, for the first time in economical history, invested a lot in knowledge industries worldwide, including higher education and advanced training. These investments reflect the emergence of the “knowledge society,” the rise of the service sector, and the dependence of societies for knowledge products and highly educated personnel for economical growth. Requirements for graduates increasingly reflect the demands of globalization of societies, economic and labour markets. These requirements include not only academic and professional knowledge but also multilingual, social and intercultural skills and attitudes (Qiang,2003)

That’s why more and more students are going to study abroad, choosing foreign educational programs in their home countries, using distance learning to take courses in foreign universities.

## **Internationalization what is it**

J. Knight defined internationalization as a process of including international aspect into the research, educational and service functions of high education (Knight,1993). Global aim of internationalization of higher education is to create of new international educational environment. National interests of high educational institutions can be realized in this environment. There can be organized joint search salvation for a lot of problems, that are connected with the development of human civilization.

## **Internationalization of high educational institutions in Russian Federation**

### **State approach to internationalization of higher education in Russian Federation**

The understanding of the process of internationalization is given in the state programme “Concept of export of educational services from Russian Federation from 2011 till 2020”.Internationalization in accordance with this document is a process, occurring at international, sectoral and institutional levels, in which the aims, functions and organization of educational services obtain international dimension. This document determines two types of internationalization: internal and external. Internal internationalization is understand as creation of cultural conditions in each educational institution that can help to develop international cooperation and international understanding. Realization of all educational programmes, projects, research may include international aspect. It means that these activities should be realized with foreign partners, using the best world practices, in the frame of international standards. External internationalization includes education abroad, cross border education, interstate education.

Another proof of the importance of internazionalization for Russian higher education is that one of the criteria that are used for estimation of efficiency of high educational institutions is he level of international activities of the university.

### **Content of internationalization in Russian higher education**

Internationalization in Russian high educational institutions is realized in different forms. **The first form** of internationalization is academic mobility. It includes several forms of mobility. Among them are: mobility of students, mobility of

teachers, mobility of staff. The students mobility nowadays is realized in such forms as:

1. Involvement of foreign students to Russian high educational institutions for receiving Bachelor or Master degree or to study in post-graduate courses.
2. Sending students from home university to partner foreign university for a semester or more. It is so called long –term students mobility.
3. Receiving foreign students in Russian high educational institutions for period from one week to not more than a semester. Foreign students may come for different educational programmes.

Mobility of teachers in Russian high educational institutions is a very developing process. There are different forms of teachers' mobility in Russian Federation:

1. Individual teachers' mobility for lecturing. In this case a teacher can be invited to give lectures in a partner universities. This lecturing is organized as a rule in a foreign language. Sometimes such lecturing can be organized in Russian language, but it is quite exceptional situation.
2. Teachers mobility for participation in conferences and workshops. Such form of teachers mobility can be individual, when one teacher is participating in the conference, and group. In the case of group mobility several teachers can participate in conference, that was organized by foreign university or a special seminar or workshop can be organized for a certain group of teachers. In such seminars foreign teachers are also participating.
3. Receiving foreign teachers in Russian high educational institutions. There can be individual visiting as visiting lecturers or group visiting for participation in conferences or workshops.
4. Academic tourism. It's a quite new but very developing form for teachers' mobility. In this case teachers from Russian University are coming to foreign University to get acquainted with the system of education in foreign country, professional items and teacher methods, that are used in the partner University. Cultural programme is also organized for teachers .It helps them to get acquainted with the country of their visit in addition to professional programme.

Mobility of staff of Russian high educational institutions is very important direction of academic mobility. It includes visits to the foreign universities with the aim of establishing cooperation in the frame of education or scientific research, participating in educational exhibitions, exchange of experience with colleagues from international departments of partner foreign educational institutions and other.

**The second form** of internationalization of Russian high educational institutions is internationalization of educational programmes. This direction includes creating educational programmes in which the teaching is organized in English language. It allows to attract foreign students to Russian high educational institutions.

**The third form** of internationalization in Russian high educational institutions is establishing strategic partnership relations with foreign high educational universities. It includes not only development of strategy of cooperation for universities, but also establishment of Universities branches in other countries.

**The fourth form** of internationalization is joint work of teachers and staff of Russian and foreign high educational institutions in international scientific or educational projects.

### **How internationalization influences on Russian high educational institutions**

Internationalization greatly influences on the development of Russian high educational institutions. It leads to the necessity of raising of quality of teaching to be competitive on the international educational market. The main reason of such situation is that the level of internationalization in high educational institution defines a level of its competitiveness.

### **Problems of internationalization of high education in Russian Federation**

There are several problems connected with internationalization in high educational institutions in Russian Federation. One of the main problem is connected with the financing of this process. There is a lack of financial recourses for internationalization in budgets of high educational institutions. That's why this

process is not developed so quickly as it is needed. Another problem is connected with the situation that there is not so many teachers who know foreign language. Such problem exists also for the students. It makes less opportunities for internationalization of education. One more problem is connected with the situation that not all teachers realizes that internationalization is one of the factors that will occur in the educational process. But this problems can be solved in some time and they will not influence greatly on the internationalization in the future.

### **Conclusions**

The process of internationalization in Russian high educational institutions is realized in different forms and is developing greatly. Even those institutions that did not have any imagination about the internationalization of higher education have a great necessity to participate in it. In other case they will not be competitive to other high educational institutions.

### **References**

1. Altbach P. & Knight J. The Internationalization of Higher Education: Motivations and Realities// Journal of Studies in International Education., Vol. 11 No. 3/4, Fall/Winter 2007, p.290-305
2. Qiang Z. Internationalization of Higher Education: towards a conceptual framework //Policy Futures in Education, Volume 1, Number 2, 2003,p.248-270
3. Knight J. Internationalization . Management strategies and issues. International educational Magazine,9, 6