

The Target Model of Strategic Interaction of Kazan Federal University and the Region in the Field of Education

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The subject of the study in the article is conceptual basis of construction of the target model of interaction between University and region. Hence the topic of the article "the Target model of strategic interaction between the University and the region in the field of education". The objective was to design a target model of this interaction. The methods of study were comparative analysis and instructional design, as well as benchmarking as a methodology of quality control of the interaction. The result was the definition of five main blocks of issues that determine the quality and effectiveness of pre-school, general and additional education at the university. The research results can be used in the design of teacher education in the universities of Russia. This paper therefore concludes that the allocation of basic blocks between the University and the region will allow detailed conceptual and structural essence of the target model of interaction.

Keywords: trust model, the university, the region, quality of education

INTRODUCTION

Relevance of the subject

Over the last years, an erroneous opinion is formed in the Russian Federation that the more funds are invested into the educational process organization conditions (arrangement of buildings, lecture halls, technical means etc.), the higher the quality should be. Herewith, while analyzing the educational process indices of invested (or saved) funds into the material and technical means, there are confusions about the indices of education quality, i.e. it is considered that the more the investments, (on default) the more the acquisition of qualitative aspect. That is why when the quality of pre-school education is characterized, the number of built day-care centers or the number of children accepted into them are mentioned but not the quality of education itself. When the quality of higher education is characterized, the quantity of closed higher educational institutions or number of foreign publications etc. is mentioned.

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It seems that accreditation of the educational institution can get everything straightened out. But during accreditation, not the quality of the educational process (quality of pedagogical communication, quality of classes conduction, level of pedagogical excellence or networking, children's work performance etc.) is checked but the quality of learning and teaching documentation execution, which only indirectly proves the quality (curriculums, working programs, term papers, reviews etc.) (Kamalova & Raykova, 2016).

Problem statement

Even personnel of educational institutions got out of control of federal, republican and municipal administrations: any graduate of a higher educational institution - actually having no teacher education - can work in day-care centers and schools. Especially it became obvious in day-care centers where more than half of teachers and day-care center heads do not have specialized pedagogical education. One would think, what is the difference? However, society began noticing display of such negative features as lack of culture, ignorance, aggression etc. on the part of teachers and day-care center heads that are incompatible with the pedagogical profession and, as consequence, intense growth of psychological and other illnesses among children (Tagonova et al., 2016).

Upon entry into employment to general education schools, now the preference is given to young people without pedagogical education. It is connected to the Initiative realization of the President of Russia "Our new teacher" according to which any successful graduate of a university can become a teacher. It could have been welcomed (as there are so little young people at schools), but the examples of the recent years seem to indicate that such young people, even having undergone retraining courses, face the conservative system of Russian education and, for the most part, leave it (Valeeva, 2015).

Conservatism of the Russian system appears in its traditional orientation to: increase in level of cognitive activity of students (perhaps, in prejudice of reflexive ones), high object and method competence of a teacher (perhaps, in prejudice of artistic expression freedom and creativity in class), critical perception of innovations (even if they come down from the ministry of education and science). Conservatism is supported by teachers, the average age of whom in Russia is 52 years (in comparison with 35 years in the eighties). Elderly teachers do not retire at 55 years (for women) or at 60 years (for men), as they cannot survive on a Russian pension. That is why Russian students are taught by teachers of the age of grandmothers and grandfathers. Besides, elderly women comprise almost 80% of all teachers and elderly men only 7%.

As a result, over the last years it is possible to observe disjuncture, deepening between the position of the Ministry of Education and Science as the bearer of innovations, not establishing trust (and frequently disastrous indeed) and school, unconditionally accepting these innovations and at the same time not wishing to lose traditional orientations to education quality. Parents started paying more to tutors (the same teachers but on an illegal basis) as introduction of innovations (Uniform State Exam, profiling, network remote collaboration, gamification etc.), in their opinion, do not provide the sufficient level of subject knowledge: they notice obvious gaps in knowledge, absence of fundamental preparation, creativity etc. 83% of parents stick to this opinion.

All this is connected with a difficult process of education reforms in Russia, practical absence of cooperation between pedagogical science and education development management, as well as development of state and public management mechanisms, i.e. intensification of public conscience. Through the personal experience and mass media, people see that, ultimately, in modern education not

educational but economic effect became the focus of interest. The reason for this is that reforms are supervised not by the Russian Academy of Education but by the Higher School of Economics (Bolotov, 2007; Volokhonskiy & Sokolov, 2013). Society in Russia in its turn painfully reacts to reforms and to obvious decrease of education quality in day-care centers, schools and higher educational institutions (HEI).

As a respond to these challenges, the Institute of Psychology and Education of Kazan Federal University attempted to develop a destination model of strategic interaction of the university and the ministry in the sphere of education. The main strategy of the designed model of interaction of Kazan Federal University (in particular, its structural subdivision - Institute of Psychology and Education) and the Ministry of Education and Science of the Republic of Tatarstan is acquisition of positive indices in the quality of education on all stages of education - from pre-school and primary up to secondary, secondary-professional and higher.

The research tasks are to:

- To analyze the conceptual framework of pre-school education in Russia;
- To determine the degree of popularity of the play activity in day-care centers;
- To define peculiarities of play activity in day-care centers;
- To define problems and promising ways of play activity development.

METHODS

Materials for studies were provided by day-care centers of Kazan city (Republic of Tatarstan, Russian Federation). Work with them was executed in the period from 1990 till 2015. Research methods were represented by observance, analysis, mathematical processing of empiric material, and designing of play activity technologies.

RESULTS

The designed model includes:

- strategic design of the content and realization of effective forms of interaction between Kazan Federal University (KFU) and republican system of education on the level of the Ministry of Education and Science of the Republic of Tatarstan (ME and S of the RT);
- development and realization of target programs of Kazan Federal University for the system of pre-school, school and professional education of Tatarstan;
- use of efficient interaction technologies of KFU and municipal methodical centers (services) on all stages of education - from pre-school and primary up to secondary, secondary-professional and higher.

The thing is that the Federal Target Program- "Education Development in the Russian Federation for 2016-2020" emphasizes the necessity of critical decision of a range of tasks in pre-school, secondary, additional and professional-pedagogical education, aimed at the formation of a new content of the Russian educational system (Kazantsev, Minyurova, Umnikova, 2014; Kane, Ivanov, Koreshkov, Skhirtladze, 2008).

One of conditions of their effective realization is a new ideology of interaction of federal and regional bodies of executive power and, first of all, higher educational institutions-leaders, called upon not only to develop strategically important scientific and educational directions but also to execute significant social functions in the context of the educational system of the region.

In Russia, historically formed traditions of interaction of the higher educational institution and general education school are of inconsistent and disengaged nature, as a rule, within the limits of pedagogical education, professional orientation work, and support of small number of basic educational institutions. Reasons for this is

contained in subordination to different levels of education (federal and regional), differences in current tasks, absence of serious incentives for higher educational institutions to work with schools. Results of the indicated contradictions are shown in the decrease of pre-school and school education quality, discrepancy of Federal State Education Standards of higher and secondary education, as well as deficiency of pedagogic personnel in their ability to accompany the modernized processes. It is forecasted that these problems, as early as in the nearest future, can have serious and stagnation impact on the measures of educational sphere reforming.

Progressive global experience proves that leading higher educational institutions can lead to effective assistance in the matter of school education quality increase (Arzhanova et al., 2013; Bolotov, 2007; Volokhonskiy & Sokolov, 2013; Kalimullin & Gabdilkhakov, 2014a; 2014b). In a number of countries, this system of social responsibility was defined as the "third function" of universities, and as the first two functions on which scientific and educational activities were implied. As practice improves, realization of this function on a full scale is within the powers of only huge university complexes, combining advantages of a multi-purpose educational institution with a serious laboratory, personnel and information base.

Formation of new university types in Russia within the last decade such as federal and national-research, as well as concentrating considerable resources in them, - created prerequisites for implementation of such model into the Russian education. This innovation is especially one full of great perspective in relation to HEI-leaders, having historically played an integral role in the educational, cultural and enlightening area of the region, as well as having incorporated traditions of not only classical university, but also pedagogical education. Kazan (Volga region) Federal University is referred to as one of such universities - one of fundamental higher educational institutions of the Russian Federation, being the participant of the Program of improving competitiveness among leading world scientific-educational centers. Over 47 thousand students study in this university, more than 180 educational Bachelor's programs and 120 educational Master's programs are realized; fruitful cooperation with big international and Russian scientific-educational centers is established, including the Russian Academy of Education that creates the necessary conditions for development and implementation of new ideas in the sphere of education.

Moreover, as a result of joining of Tatar State University of Humanities and Education and Elabuga State Pedagogical University in 2011, KFU became one of the 5 biggest centers of pedagogical education in the Russian Federation. Here, training of teachers in all subject fields of the general education school is executed and the most powerful scientists' staff in the sphere of the pedagogical science is concentrated (over 50 on-staff doctors of science).

Modern potential of Kazan (Volga region) Federal University created conditions for step-by-step implementation of a new model of HEI and region interaction in the sphere of pre-school, general, additional and pedagogical education. Its uniqueness, first of all, is included in the scope comprehensiveness of all educational levels, allowing KFU to take on the role of the only centre of responsibility for school education by means of:

- Increase in the training quality of future teachers;
- Creation of continuous pedagogical educational system (qualification increase and professional re-training);
- Implementation of effective forms, content and technologies of work with different age-specific, social and psycho-physiological categories of children;
- Accompaniment of socialization programs of children and youth for their successful involvement into social practice;
- Provision of scientific, methodological and innovational support of educational system development in the Republic of Tatarstan.

While developing mechanisms of KFU interaction with key interested parties, we analyzed the content of interested parties of the HEI, interrelations between them

and the HEI, complex of interests and mutual expectations, formed the project model of the HEI as a system of all its stakeholders, relations with whom are critical from the point of view of the HEI existence. The following was necessary for it:

- 1) form a multilevel principles system of strategic HEI management and educational institutions of all stages as a stakeholder-organization;
- 2) define general principles of HEI functioning and educational institutions as stakeholder-organizations;
- 3) analyze the existing standards (norms) of interrelations;
- 4) prove relation principles of KFU as a stakeholder-organization with the interested parties;
- 5) analyze the internal and external environment of KFU, form system-wide principles of its functioning;
- 6) Develop principles of strategic management of the interested parties.

Intelligent positioning of KFU is impossible without definition of its stakeholders group, of persons interested in the process of interrelation with the HEI within the frames of attainment of mutually beneficial targets.

Preliminary approbation of the model allowed the drawing of a conclusion that benchmarking should serve as management methodology of interrelation quality of the university and the ministry, i.e. system of evaluation and comparison, definition, understanding and adaptation of the existing examples of the efficient functioning of structures with the aim of improvement of its own work. Benchmarking, as a methodology of quality management of KFU interaction with the ME and S of the RT, represents a logical scheme of actions, aimed at evaluation, search and realization of the best experience, leading to superiority and increase of competitiveness of the educational institution.

Benchmarking proposes:

- 1) planning: selection of the benchmarking object;
- 2) organization: analysis of progressive pedagogical practice in benchmarking;
- search: comparative analysis and design of improvement programs;
- 3) Implementation and evaluation of the improved program, definition of efficiency increase methods (see Fig. 1).

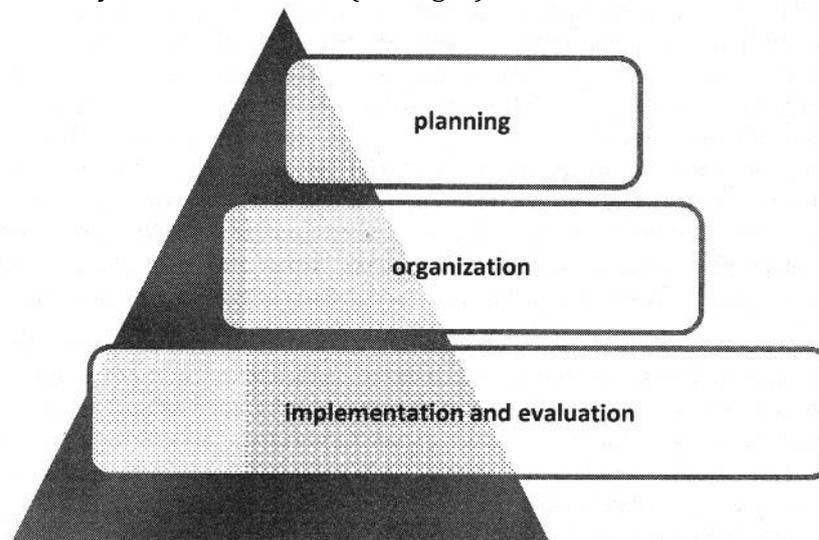


Figure 1. Benchmarking, as a methodology of quality management

DISCUSSIONS

Mechanism of this methodology realization can be executed through the internal and external stakeholders:

- 1) external stakeholders - Ministry of Education and Science of the Russian

Federation, Ministry of Education and Science of the Republic of Tatarstan, executing statutory regulation of HEI activity and main order of specialists training; regional bodies of executive power and municipal bodies of power; institutions of social and educational sphere, acting as employers and ordering customers of graduates, as well as potentially - other institutional establishments, where the graduate of the pedagogical HEI can be employed in accordance with the acquired specialization; schoolchildren, enrollees, their parents; public associations and organizations, including social groups, creative unions, scientific institutions etc., interested in social partnership;

2) Internal stakeholders - students studying on Bachelor's, Master's programs, traineeship and doctorate; personnel of the university, its leaders.

So, on the basis of its functions and stakeholders definition, KFU is designated to solve the following tasks of region development: development of human capital assets, innovations system; first of all, in pedagogies, development of research and scientific activity, formation of a competent personality of a future specialist, citizen and patriot of his/her country, participation in formation of the regional policy, initially, in the social sphere, participation in program realization of socio-economic development of the region, increase of well-being and life quality in the region by means of social activities, volunteer projects, and outreach activities.

Solution to these tasks and consideration of interests of main stakeholders allow KFU to play the main role in the region: this HEI starts coming forward as a center of high qualification personnel training, realizing the innovational educational and scientific-research activity, as a center of new knowledge, pedagogical innovations and educational technologies generation, socio-cultural potential, as a basis of fundamental and applied scientific researches in pedagogies, as coordination center of additional professional education facilities creation, education centers through the whole life, attraction of humanitarian elite to the region. That is why project and target approach is taken as a basis of design and realization of this new model, with the help of a set of integrated projects connected with goals and tasks, to implement perspective breakthrough developments on design and implementation of effective mechanisms, forms, programs, technologies and solutions in the sphere of education.

CONCLUSIONS

Therefore, the target model of the strategic interaction of KFU and ME and S of the RT should include development and implementation of projects on five basic blocks of problems, defining the quality and efficiency of pre-school, general and additional education:

- 1) pedagogical education quality increase;
- 2) formation of effective system of continuous pedagogical education (advanced training and professional retraining);
- 3) work with educational organizations and different categories of children, popularization of scientific knowledge;
- 4) resource provision for socialization and children upbringing;
- 5) Scientific researches in the sphere of pre-school and school education - analysis of current processes, monitoring and forecasting of development, experience generalization, comparative analysis, evaluation and consultation.

Preliminary researches indicate that technological aspects of development of interaction in the context of these exact five directions can substantially influence the quality and efficiency of teachers training for pre-school, general and additional education in the university.

Research results can be used while designing pedagogical education in Russian universities. Separation of interaction problem of the university and region will

allow the specification of the informative and structural essence of target model of interaction.

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