



University Educational District as an Innovative Corporation and Education Management Entity

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ABSTRACT

Relevance of the paper is caused by the regionalization of education and the development of organizational and managerial innovations in the education system. The aim of the article is to reveal features of the University educational district as an innovative Corporation and the entity of education management. The leading method is the method of action research, allowing to obtain new knowledge about University educational district, as innovative Corporation and the entity of education management and to develop a mechanism for the formation of regional educational environment. The article reveals the essence of the University educational district as an open and accountable social institution for society; determines the content of the regional educational environment, providing an efficient interaction of all the entities of educational policy in the region; represents a mechanism of formation of the regional educational environment aimed at sustainable development of the region. Article submissions may be useful for research and teaching staff of vocational educational system, specialists of education authorities and regional authorities.

Keywords: Management of Education, University Educational District, Regionalization of Education

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1. INTRODUCTION

1.1. The Relevance of the Study

The global trends of socio-cultural development of mankind towards the recognition of self-worth, uniqueness, national and regional variants of cultures, their unity, integrity and value, lead to the development of regionalization of education and the formation of pedagogical studies - regionology (Chepuryskin and Pugacheva, 2008; Islamov, 2015; Gumerov et al., 2015). It is found that in a Federal state regionalization of education is related to the division of powers and competences of its actors in the field of education and to the improvement of the effectiveness of anti-corruption policy in education (Shaidullina

et al., 2015; Lunev et al., 2013). This includes coordination of federal and regional educational interests and priorities, overcoming of sharp differences and disparities in educational opportunities of entities (Islamov et al., 2015; Lunev et al., 2014a). The main object of study of pedagogical studies is the regional educational environment, which is adequate to the specifics of students' educational needs and the specifics of the region (Lunev et al., 2014b). One of the structure-forming components of the regional educational environment is a University that concentrates socio-economic, political and cultural potential of the region to ensure the relationship with the global cultural environment and to improve the quality of life. Development of organizational and managerial innovations

in the education system led to the creation of the University educational districts as innovative Corporations and entities of education management in the regions (Terentyeva, 2007; Komelina et al., 2016; Ivanov et al., 2014; Ivanov et al., 2014; Lipaev et al., 2010). The aim of the article is to reveal features of the University educational district as an innovative Corporation and the entity of education management.

1.2. The Essence of Regionalization of Education

Territorial organization is a universal form of existence of any society, which reflects all aspects of its life. The essence of regionalization of education is to create conditions for the Autonomous functioning and development of regional systems of education in accordance with socio-economic needs of the territories. In a Federal state regionalization of education is reasoned by socio-economic characteristics and traditions of its entities and the need to develop in their territories educational environments that reflect regional interests. This leads to the division of powers and competences in the field of education between the Federal and regional government authorities.

1.3. The Essence of Pedagogical Regionology

Pedagogical regionology is a section of pedagogy, studying educational and territorial organization of society. The main object of study of pedagogical regionology is the formation and development of regional educational environment.

1.4. The Content of Regional Educational Environment

Regional educational environment is a system integrity of (1) scientific, educational, cultural, educating, economic institutions (state and non-state, formal and informal); (2) mass media-oriented on education; (3) the public involved in educational problems' solving; (4) socio-psychological stereotypes which regulate the behavior of people in relation to education.

1.5. The Essence of the University Educational District

It is found that the positioning of the University in the structure of regional educational environment is reasoned by integration processes taking place in society, the formation of civil society and the development of various forms of social partnership. It is found that the University educational district - is a form of organizational and managerial innovation aimed at ensuring of the continuity and relationship of all educational institutions, headed by a leading University in the region with in order to keep to the stability and integrity of the regional educational environment. The essence of the University educational district is that, firstly, it is an innovative Corporation, characterized by the consolidation of educational institutions around the leading University in the region vertically and horizontally and serves as educational, methodical and scientific center of the regional educational environment, and secondly - it is the entity of education management in the region, providing scientific and methodological support of the activities of all educational institutions and implements targeted staff training for the regional economy.

2. MATERIALS AND METHODS

2.1. Methods of the Study

During research the following methods were used: Analysis of normative documents, the method of action research, the method of expert evaluations, observation, questioning (Lunev et al., 2015).

2.2. The Experimental Base of the Study

Experimental work was carried out on the basis of University educational district of the Republic of Tatarstan in Russia, including 50 entities (Kazan State University, state and non-state universities of Tatarstan, the municipal educational institutions and others).

2.3. Stages of the Study

The study was conducted in three phases:

- The first stage of the study was devoted to the analysis of the current state of the problem in the literature and practice of the organization of University educational districts; to the development of a research program;
- At the second stage the peculiarities of the University educational district as an innovative Corporation and entity of education management were revealed, the mechanism of formation of the regional educational environment was developed and experimental work to verify its effectiveness was carried out;
- At the third stage, the systematization, interpretation and synthesis of the research results were carried out; theoretical conclusions were refined; processing and registration of the results of the study were performed.

3. RESULTS

The main results of this study were: Features of the University educational district as an innovative Corporation and the entity of education management, manifested in its structure and stages of activities' planning; the mechanism of formation of regional educational environment that includes the target, organizational-pedagogical conditions, methods, forms, criteria.

3.1. Features of the University Educational District as an Innovative Corporation and the Entity of Management

It is found that the characteristics of the University educational district as an innovative Corporation and the entity of education management are manifested in its structure and stages of planning.

3.1.1. The structure of University educational district

The structure of the University educational district is reasoned by the peculiarities of the regional educational environment and the development of organizational and managerial innovations in education.

It is found that the educational environments in the region develop unevenly, but have common areas: An increase in demand from the side of regional economies in the competent and competitive specialists; awareness of the importance of education in improving the quality of life; development of civil

initiatives in the management of education; strengthening of the role of the public in the development and implementation of educational policy in the region; distribution of state-public methods of education management; the creation of self-governing associations of education management entities; commercialization of educational activities related to the reproduction of labor power, and positioning of professional educational services in the labor market in the form of goods, regardless of the sources of financing and ownership form of a service provider; the development of educational reform programs in correlation with socio-economic, demographic and political trends.

It is determined that the innovation is the end result of the introduction of innovations in order to change the object of control and to obtain social, economic, scientific, technical and environmental effects. Criteria selection grounds for educational innovations classification are identified: Comprehensiveness of considered classification features' set; the possibility of quantitative (qualitative) definition of criteria; the scientific novelty and practical value of the suggested criteria of classification. It is found that innovations in education can be grouped into the following grounds: The scope of their application, the degree of complexity, type of effect resulting from their implementation, form of innovation, its scope of implementation, the innovative potential, innovations, related to changes in the status of the educational institution, and different in terms of funding. It is clarified that organizational and managerial innovations are manifested in:

1. Democratization of activities of state-public and education authorities, manifested in the adoption and implementation of normative documents on incentive measures of educational institutions' activities; the development and implementation of curricula to improve the content, forms and methods of educational activities; organization of competitions of innovative projects for the development of educational institutions and grant support of winners;
2. The development of forms and methods of integration of educational institutions and their self-governing associations; networking interaction of education management entities; civil and legal consolidation of various organizational and legal forms of interrelations of educational process entities; social partnership of educational institutions with the entities of the labor market and educational services market, based on clear distribution of roles and responsibilities;
3. Implementation of regional Foresight projects. It is found that the structure of the University educational district includes the state authorities, local government and education management authorities; educational institutions of different levels and types and their self-governing associations as horizontally so vertically, headed by a leading University in the region; public charities funds; trustees and coordination councils; resource centers; local training, research and innovation structures; training, research and production facilities; inter-company educational organizations; mass media; independent expert Committee to evaluate the activities of educational institutions; professional societies.

It is established that the educational institutions included in the structure of educational University district are located in close

proximity to each other, interact with each other through the implementation of joint programs and set of activities.

Management of the district is carried out on the base of the interaction of all stakeholders in improving the quality of education, development of mechanisms of public management of education, improvement of the integration process in the formation and development of regional educational environment.

It is revealed that in the structure of University educational district, one can distinguish several components:

- a. Linear-functional (traditional), reflecting the hierarchical nature of structure components of University educational district, the definition of functions and responsibilities of management entities of University educational district;
- b. Matrix (program and target), including the relationship of components of the structure and management entities of University educational district on one of the following features: Territorial, industry, type of consumers of educational services.

It is established that the improvement of the structure of University educational district dialectically interrelated with the positioning of the leading University in the region as a center of education, science and culture; the adaptation of educational institutions to the rapidly changing external environment; taking into account of the demands of consumers of educational services; increasing of the efficiency of information support of management activities.

3.1.2. Stages of activities' planning of University educational district as an innovative Corporation and the entity of education management

It is found that activities' planning of University educational district as an innovative Corporation and the entity of education management includes several stages.

At the first stage the specifics of the regional development is determined, the interests and needs of population which lives in it are identified, the saturation of the market of educational services with offerings, the level of citizens' expectations of the quality of educational services due to income growth and the freedom of choice of educational institutions are revealed, the geopolitical features of the location of the University district are clarified.

At the second stage scientific and methodological potential of educational institutions and the economic potential of business entities in the region are determined, the mission of the University educational district is defined, as a set of goals and related to them beliefs, attitudes and activities' directions specific to the definite region.

At the third stage, the prospects for the development of University educational district are defined, partners are selected (companies and organizations involved in education, research and innovation activities on the basis of association or bilateral treaties

(agreements) on cooperation, long-term programs or jointly implemented or integrated projects) and the structure is developed.

At the fourth stage a set of measures and management actions are determined to optimize the activities of the educational University district in order to improve the quality of education and competitiveness of educational institutions in the educational services market and their progress in the regional system of continuous education.

3.2. The Mechanism of Formation of the Regional Educational Environment

It is revealed that the mechanism of formation of regional educational environment includes the target, organizational-pedagogical conditions, methods, forms and criteria.

The purpose of the formation of regional educational environment is to ensure the stable interaction of educational and scientific institutions of the region with authorities of state and municipal management, enterprises and businesses structures, the local community, based on a clear distribution of roles, responsibilities and interests.

It is found that the formation of regional educational environment includes the following organizational-pedagogical conditions:

- Motivational-target (participation in the formation of regional educational environment of all stakeholders, the development of mechanisms of public management of education);
- Information and communication (the availability of advanced local and regional information and communication networks);
- Project and innovation (research and analysis of regional educational environment, development of scientifically based programs of its development);
- Resource-providing (administrative, personnel, financial-economic, material and technical support of formation process of regional educational environment);
- Control and diagnostics (socio-pedagogical monitoring of compliance with the rules and standards in education).

Methods of formation of regional educational environment include: Public sponsorship; state and public expertise; lobbying; formation of socio-psychological stereotypes which regulate the behavior of people in relation to education.

The forms of regional educational environment include: The PR campaign, fundraising campaign, open competitions of innovation projects, public hearings.

Criteria of formation of regional educational environment include: Development of training-material base of educational institutions; improving of the competitiveness of leading University and educational institutions in the international market of educational services; improving of the quality of education.

3.3. Stages of Mechanism Implementation of Regional Educational Environment Formation

The mechanism implementation of regional educational environment formation included the following experimental stages: Ascertain, forming and control.

3.3.1. Ascertain stage

The purpose of ascertain stage was to identify the attitude of scientific and pedagogical staff, experts of education authorities and regional authorities to the formation of regional educational environment. At this stage, from the number of the managers and staff of Kazan state University and its partners target groups were created to implement the mechanism of formation of regional educational environment. The participants of these groups developed special programs on creation of organizational-pedagogical conditions, the implementation of methods and forms of mechanism of formation of regional educational environment.

3.3.2. Forming stage

In the framework of the formative stage the mechanism for the formation of the regional educational environment was implemented and its effectiveness was verified. Association "Kazan University educational district" was created. In the framework of the Association there are the Council of rectors of higher education institutions in order to facilitate the development and coordination of connections on the effective use of intellectual potential of universities in the development of the region; a Coordination Council on educational work, inter-University Council to implement the legislation on languages issues. There is the permanently operating Advisory round table "School - University: Partnership opportunities;" meetings, sessions, conferences, seminars, tours of schoolchildren in scientific laboratories and museums of universities are held, PR campaigns (presentations, acceptances, open door days, exhibitions) are organized; projects of regulatory and legal documents are discussed; the regular print edition of the District "Meridian education" is established; there is a site of University educational district. For example, a permanent Advisory round table "School - University: Partnership opportunities" is organized in the framework of the activities of Kazan University educational district to optimize the interaction between universities and schools for their effective adaptation to modern conditions. When planning the activities of the district for the current academic year the interests of the teaching staff of educational institutions and their combined actions were taken into account.

3.3.3. Control stage

At the control stage the effectiveness indicators of the mechanism of a regional educational environment formation were identified. Participants of the target group note that the formation of the regional educational environment provides continuity and linkages at all levels of the education system, consolidation of educational institutions around the leading University in the region; increasing of research and training and educational potential of higher education; strengthening of the image of the University, increasing of the activity of student government; formation of civil society in general.

4. DISCUSSIONS

An important theoretical and practical significance for the study have the works of Chepuryskin and Pugacheva (2008) about the nature of the regionalization of education. Publications by

Lunev et al. (2014) on promising areas of research of vocational education as a socially significant goods and property of the person, a strategy and trends of municipal educational system, development of professional educational services in an increasingly autonomy of the territories of the Federal States (Lunev et al., 2014a) are of big interest. Studies of Terentyeva (2007) disclose forms of state-public education management. However, analysis of scientific papers shows that the issue of regionalization of education is debatable by nature. In the literature the features of the University educational district as an innovative Corporation and the entity of education management are not revealed, the mechanism of formation of regional educational environment is not developed.

5. CONCLUSION

It is established that the specificity of University educational district as an innovative Corporation and the entity of education management is to identify and integrate socio-economic and cultural potential of the region to improve the quality of life and successful positioning of educational institutions in the educational services market. Regional educational environment is a complex territorial system of education. The mechanism of formation of regional educational environment is created on the basis of the priorities of the regional development and the educational needs of its population.

Article submissions may be useful for research and teaching staff, specialists of education authorities and regional authorities in the formation of the regional educational environment.

Taking into account the obtained results of this study a number of research challenges and promising directions that require further consideration can be allocated: The features of formation of regional systems of education; scientific and methodical maintenance of activities of University educational district; the positioning mechanism of the University as a leading educational institution in the region.

6. RECOMMENDATIONS

It is found that the activities' efficiency of University educational district as an innovative Corporation and the entity of education management will be improved, when the development and implementation of state and regional programs are provided aimed to improve the educational institutions in human capital development.

The mechanism of formation of regional educational environment will be improved with the use of methods of logistics management and value engineering, integrated taking into account the peculiarities of the modern information society and the regional economy.

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