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**TÍTULO:** Potencial de asociación de redes para organizar el aprendizaje orientado a la práctica.

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**RESUMEN:** En el artículo se analiza el problema del crecimiento de las necesidades de la sociedad en los servicios educativos de alta calidad. Se discute la tendencia en obtener la educación profesional como un valor vital clave y factor decisivo del éxito social. Se considera la eficiencia de la interacción de redes de una institución de educación profesional y un empleador potencial en el proceso de capacitación profesional de futuros productores de programas de radio y televisión. Se realiza la investigación de disposiciones científicas en el ámbito del problema declarado y se analizan aspectos reglamentarios y jurídicos de la organización del proceso educativo con la aplicación de la tecnología de interacción de redes.

**PALABRAS CLAVES:** producción, interacción de redes, especialista cualificado, profesión.

**TITLE:** Potential of networking partnership for organizing practice-oriented learning.

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**ABSTRACT:** The paper discusses a problem of the growing societal demand for quality educational services. The trend in perceiving professional education as a major life value and a decisive factor in social success has been highlighted. The effectiveness of networking partnership between the university and a potential employer in the course of professional training of future television and radio producers has been considered. The scientific provisions in the researched field have been examined; the legal and regulatory aspects of organizing the educational process through the use of networking technologies have been analyzed.

**KEY WORDS:** producing, networking cooperation, networking partnership, qualified specialist, profession.

**INTRODUCTION.**

The aspiration of education to respond to the demands of the dynamically changing world and the current conditions at the labor market is a spur to transformations in educational processes, introduction of innovative forms and technologies into the system of specialist training.

It should be noted, that today the role of education is increasing substantially, the society demands for quality educational services are growing, and a possibility to receive professional education becomes a key value in life and a decisive factor in social success.

Competition in education determines the processes of development that require constant updating of technologies, accelerated deployment of innovations, rapid adaptation to the needs and demands of the society. Thus, the transition to new organizational forms of educational activities is possible only through innovations, including the use of networking technologies.

An adequate regulatory framework is essential to the readiness of the education system to meet the challenges of modern times and to use the latest technologies in education. The Law on Education in the Russian Federation (2012) establishes networking as a form of implementation of educational programs and a possible way for students to complete the curriculum using the resources of several organizations. Thus, the current socio-economic changes drive the development of innovative forms of implementation of the educational process. Therefore, transition to new forms of educational activity is possible only through innovations, including though the use of networking technologies.

The relevance of this research is stemming from the inevitable use of the modern organizational formats with regard to the educational space in response to new consumer demands and challenges of the society (Chigisheva, 2015). The network arrangement of joint activities intended to attain common goals is considered as the most adequate and efficient organizational form in any professional environment, including the education. The application of networking technologies in the process of education implies interaction between network partners that is based on the mutual interest in each other, equality and joint decision-making.

The current social situation characterizes the intensive development of information space, incorporation of information technologies in all areas of life, including in the sector of education. This trend explains the use of different models of networking cooperation, along with the

involvement of various participants to the networking partnership in order to build a network. Such format fosters and enriches the educational process in terms of its content and organizational aspects and contributes to the expansion of social and pedagogical capabilities.

Despite obvious reasons for the use of innovative networking technologies for organizing the learning process, there is no uniform approach to understanding, organizing and implementing this format.

Thus, the implementation of networking forms of educational activity is possible through careful examination and design of the application of innovations in the learning process in the context of social and pedagogical partnership.

## **DEVELOPMENT.**

### **Literature review.**

The "partnership" concept came to the pedagogical science from the social and economic field, where this phenomenon is understood as a specific type of social relationships, as a way of interaction between different social groups (The Russian Federation Labour Code, Article 24, 2001).

It is important for us to explore the content of the "*partnership*" concept in the context of the educational process. Social partnership in education is understood as an interaction of representatives of various social groups having personal interests in the field of education (Balaliyeva, 2011). At the same time, social partnership is considered as a type of social technology (Balaliyeva, 2011), and is understood as an interaction that is meant to address socially important tasks. The partners are characterized by certain motives and values, using the totality of available means. We believe that this format of partnership is socially oriented and implies the regulation of relationship and organizational formality (Milkevich, 2017, Chigisheva, 2011).

Networking is a special type of joint activity between partners in the process of organizing the educational process. It should be noted that at the present stage the network arrangement of joint activities is understood as the most appropriate, optimal and effective form to achieve the goals of activity in any professional field, including the field of education (Medvedeva & Chekhova, 2015; Medvedeva & Marik, 2015). Networking cooperation implies a relationship between network partners based on equality and mutual interest in each other and joint decision-making.

The networking interaction in education is researched by a group of scientists under the leadership of A.I. Adamskiy (2006). From their point of view, networking interaction is a system of horizontal and vertical connections, providing access to quality education for all categories of citizens, the variability of education, the openness of educational organizations, increasing the professional competence of teachers (including the use of IC technologies).

The key element in the concept of "networking interaction" is the term "network" indicating a specific type of the joint activity of people (organizations).

The network may be defined as:

- A combination of three components: an entirety of viewpoints; a relationship between viewpoints; a flow of resources (Batygin & Gradoselskaya, 2001).
- An association of independent individuals, social groups and/or organizations acting in a coordinated manner on a continuous basis to achieve agreed goals and having a common corporate image and corporate infrastructure (Chukevich, 1999).

The content of the concept of networking interaction is defined in the works of G.V. Gradoselskaya and G.S. Batygin (2001). In their interpretation, the essence of the researched phenomenon lies in the fact that "networking interaction is a form of joint activity, which occurs as a result of a certain problem, it is of interest to all the subjects joining the network" (p. 88).

In this interpretation, network partners are characterized by independence and autonomy in their principal activities and interact solely when implementing a networking event by combining resources to successfully achieve a common goal.

It should be noted that in the networking interaction the independence of participants and incentives for each of them to develop are sustained, as their activities continue to be unique. Development and implementation of activities through networking means generating the capabilities of network partners, their exclusive resources, in order to implement a specific project, which would have been impossible for the members of the network acting separately. Thus, creation of a network for implementing the activities may help to mutually compensate the weaknesses and enhance the benefits of the partners.

### **Research methodological framework.**

This research has employed general scientific methods: analysis and synthesis, pedagogical, didactic literature, as well as the regulatory and legal framework in the field of education.

**The objective** of this research was to reveal the key features of professional training of students of the Producing Department in the context of using the networking partnership technologies.

**The tasks** were as follows:

- Analyze and reveal the possibilities of networking partnership for addressing the tasks concerned with improvement of the quality of education.
- Examine the regulatory and legal framework governing activities of the organizations engaged in the networking partnership.
- Reveal the effects of networking partnership on implementation of the program for professional training of television and radio producers.
- Present the experience of networking interaction with partners in the media field during training of future producers.

**Results and discussion.**

It should be noted, that in the networking interaction the independence of participants and incentives for each of them to develop are preserved, as their activities continue to be unique. Development and implementation of activities through networking means generating the capabilities of network partners, their exclusive resources, in order to implement a specific project, which would have been impossible for the members of the network acting separately. Thus, creation of a network for implementing the activities may help to mutually compensate the weaknesses and enhance the benefits of the partners (Medvedeva & Marik, 2016).

Readiness to the professional activities represents a consolidation of fundamental practice and theory. Ways for interaction and interpenetration between theory and practice will lead to the attainment of the main goal of educational process, i.e. qualitative preparation of the future specialist, ready to meet the challenges of the modern profession. In this situation, it is hard to overestimate the value of practical training. It is difficult to "memorize" or master in theory solutions to the problems arising in the process of practical activity, which explains the growing need for real professional experience (Medvedeva et al., 2019).

In today's world, the employers have specific requirements to the universities for training graduates in a way ensuring their practical readiness to solve professional tasks. However, the employers themselves are seldom willing to cooperate in human resources training and to join the efforts in order to achieve the goal of high-quality training of specialists. Undoubtedly, this is attributed to the fact that the process of cooperation is multifaceted and contains substantial and organizational components. However, a student studying outside the context of future professional activity often has no interest in active acquisition of knowledge and skills and development of competences, and passively accepts the offered knowledge (Semenova, 2012).

The eagerness to respond to the individual needs of our potential students and the analysis of conditions at the regional labor markets have determined the opening of the networking program "Producing" on the basis of the Minin University. In 2014, the first admission of students to the program "Producing: Specialty: Television and Radio Producer" took place.

This program is the only one in the region and in the country that is implemented through the networking cooperation with VGTRK, the largest media holding of the country.

The uniqueness of the program lies in the fact that through the networking partnership, which is a modern form of interaction between the university and the partner company, already from the first year of study the future producers may plunge into the profession in the studios and control rooms of Nizhny Novgorod State Television and Radio Company under the guidance of the company's specialists. At least once, a week students are trained in the telecentre, where they get to learn the practical aspects of their future.

From the very first days of training at the telecentre under the supervision of the leading media professionals, the future producers explore all the processes of TV and radio production, and have access to practical, sometimes even unique, materials of the company's employees.

In addition, the curriculum has a modular structure, and each module consolidates related disciplines, thus allowing the student to focus on a certain aspect of the profession and to better understand the material. The study of each module is a kind of immersion in a particular type of future professional activity.

Certification after completion of the module is carried out by implementing a project that reflects the level of mastery of each discipline within the module. For example, as part of certification under the program of the professional module "Skills of Television and Radio Producer", students produced the musical clip "Cities, Bridges and Rivers" for the song of the Nizhny Novgorod band "Chesvik". The clip was shot in the spring of 2018 in Nizhny Novgorod in anticipation of the FIFA

World Cup. The video was produced on the technical base of the Nizhny Novgorod State Television and Radio Company. The presentation of the clip in the Plasticine Multiplace bar in Nizhny Novgorod on June 9, 2018 was attended by Sergey Viktorovich Popov, teacher of the discipline "Producer's Skills", who was the project lead; Tatyana Yurievna Medvedeva, Head of the Department of Production and Music Education; Dmitry Alfredovich Gitelson, Advisor to the Director of Nizhny Novgorod State Television and Radio Company (Photo 1).

An important difference of this program is that starting from the first semester the students not only learn the theory, but also refine their skills by working with real-life material, preparing themselves for future professional activities related to the management of the process of production of a "creative piece".

Interaction with employers is a complicated but necessary process. The efforts on involving employers in the creation of a practice-oriented space for training the future specialists in the field of art are implemented in several stages, which differ by content and methods of interaction. But we understand that it is impossible to ensure readiness of the future specialists for professional activity in any field without partnering with employers. This kind of training is innovative and enables unique practice-oriented conditions for raising the future producers.

The practical orientation of training made it possible for our students to take part in the major Russian contest of student television projects "The Student TEFI". On April 6, 2018, in Rostov-on-Don, the awards ceremony for the winners and awardees of the All-Russian Television Competition was held, where Denis Merenkov, a 3rd year student of the Production Program of the Minin University (Photo 2), took part.



**Photo 1. Students of Minin University presented a new television project .**



**Photo 2. Student of Minin University awarded a Silver Diploma at the Student TEFI 2018.**

## **CONCLUSIONS.**

We believe that training of the future producers arranged in an innovative way through involvement of networking partners whose immediate job is to create and broadcast the media content helps to raise highly qualified specialists oriented towards development of the most progressive trends in the media sector.

Practical component is the first opportunity for students of the Producing Department to discover the world of media information technologies, where they may take an immediate part in the creation of video or audio products, solve management problems arising in the course of work on the media project and its subsequent promotion.

The main goal of such training is to refine the professional knowledge and skills obtained at the university, and to stitch together the theoretical data and practical realities in the process of compiling, analyzing and integrating materials for creation of media projects. It should be noted that in the networking interaction the independence of participants and incentives for each of them to develop are sustained, as their activities continue to be unique (Medvedeva et al., 2019).

Informational and practical base for training is a totality of information obtained through various transmission means and intended not only to provide a general idea of the process of planning, creation and promotion of media projects, which should take the central place in professional career of future producers, but also to enable self-directed creative, organizational and production iterations to create media content.

The training of producers is based on the study of a large pool of theoretical material, which must be supported by self-directed practical work aimed at the implementation of the obtained skills. The conditions of practice-oriented training based on the application of networking technologies secure an inextricable link between the content of students' professional training and their future employment, as well as determine the vector for the targeted development of competitiveness of future specialists.

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