

*Materials of Conferences***NETWORK EDUCATIONAL COMMUNITY LIFE CYCLE BASED ON “INCREASE” POINT***Badluev A.I., Frolov D.G.**Buryat Scientific Centre of Russian Academy of Science, Siberian Department, Ministry of Education and Science of Buryat Republic Ulan-Ude, Russia*

In the root of any activity alteration the innovation process lies, which is built on the basis of life cycle of the activity and characterizes its development dynamics. According to Senge P., first, an accelerated growth, then – the acceleration lag and reproduction at another qualitative level [1] are observed. The life cycle curve of educational structures built on the basis of network interconnection is characterized by the structure's existence terminable depending on the factors' set. Such a limitation is most often associated with the high rate of information accumulation resulting in information redundancy and recessionary state of any alteration taking place in the organized structure.

The network communities' activity conditions in all stages of their life cycle differ. The existing communities' analysis testifies that depending on purposes, directions and interests they have various kinds of life cycles, among which the most popular are classical (traditional) and “rocket-like” ones. The traditional network community life cycle kind differs with high enough requirements and purposeful directivity. The “rocket-like” network community life cycle supposes a model of quick loss of the community participants' interest; most often such communities are created for the purpose of short-term objectives solution. Besides, in the nature of network communities a life cycle, in the root of which there is an oscillating process, can exist; such communities, as a rule, either work or “die out”.

The necessity of investigation of the network educational community creation mechanism on the basis of life cycle theory is conditioned by the problem of the network community development by means of “increase” points introduction and by the opportunity of integration processes management for the purpose of positive development dynamics support. Various kinds of life cycle allow using them for the formation of various organized structures and integration of scientific and educational activities into a single unit. More over, there appears an opportunity to define the network community “increase” point, the point of “dying” and the point of possible revival of the network community by means of the life cycle mechanism. At that, the factors, which the duration (life cycle period) and points of the network community life cycle depend, are defined.

In the first stage – the stage of creation and introduction of the network educational community –

the community's aims are established, the “increase” point choice is performed, the interaction scheme implementation mechanism, which includes the choice of the institution for the “increase” point, the development of the community management model, the definition of methods and ways of interaction, forms of scientific-educational participation, is developed.

The stage of increase and expansion of the network community activity is characterized by its development on the ground of the chosen “increase” points; the community participants' collectives are formed; the network interaction forms are developed. Together with high integration rates the given stage can be attended by the downward tendency as well.

At the stage of maturity and discontinuation of activities the achievement of objectives is performed (in whole or in part), the activity dying out occurs due to some negative consequences, causes of economical, social-psychological, legal sense. The sources of retarding forces are the limits of educability and growth. The clamping factors are conditioned either by the principles of the traditional activity organization or by the exhaustion of rise promoting factors [1]. The investigations show that the cyclical slowdowns most often happen due to the fact that the very high rates of information accumulation, probably, result in crises. In conditions of the information redundancy the system extension including the “development point” expansion is not the protection against the crisis. The unstable state of development in the specified conditions emerges not as the result of managerial mistakes, lack of information or absence of business and consumer confidence, but on the basis of the information accumulation dynamics. The contribution of the new technology into the information creation can result both in dying and distribution of “increase” points, that is associated with high technologies, which, as a rule, have “high instability”.

Thus, when managing an educational process on the basis of network interaction, one can use the mechanism founded on the formation and development of “increase” points, in the heart of which the life cycle theory can be put, which, on the ground of knowledge about an existing point of the network community development, allows planning the educational space alteration by means of new points and “increase” centers search.

References:

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**NON-STATE SECTOR AS HIGHER
EDUCATION SYSTEM ELEMENT IN PERIOD
OF RUSSIAN SOCIETY TRANSFORMATION**

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The reforming of the educational system (and especially higher education) in the country goes hand in hand with socioeconomic and socio-political processes in the society. It means that in the reforming course the measures are necessary providing the higher educational institutions (HEI) functioning business mechanism evolutionary change in accord with the society's socioeconomic life reconstruction general design. The reforming content of the Russian higher school, progressively acting as an educational industry at the present time, is its entry into exchange relations.

The higher education reconstruction in conditions of market system needs a theoretically substantiated strategy of development and functioning of all the spheres of higher school activity, those connected with the educational process financing among them. The commercialization in the context of education represents the alteration of functioning of higher educational institutions as exchange relations subjects for the purpose of their adaptation to a new social and economical system, work simplification with due consideration of market principles including the achievement of supply-and-demand equilibrium, enhancement of the services, which could conform to the changing consumer needs.

The new Russian realia require specialists armed with new knowledge (lawyers, managers, sociologists, psychologists), but the post-Soviet state system of education could not satisfy the "order" of the society to the full extent due to its "ingeneerization". The given contradiction turned to be one of its main causes of becoming of the network of private higher education institutions, which became the subject of discussions both from the position of terminology and more extended problems: legality of education serviceability development and commercialization of higher school.

Another precondition for the non-state sector development was the problem of state educational institutions financing. In the middle of 90-s of the XX century the business function of state higher educational institutions was relatively divided into a budgetary, supposing only state financing; non-trading, in which the emphasis was made upon the HEI's own resources and the call for funds of other (extra-budgetary) financing resources; and combined one, which supposed the use of both budgetary (state) funds and attracted ones. The problem of budgetary financing was rather urgent, as the state funds given for financing education practically hadn't been in-

creased for a long enough period, often even the accepted part of expenditures wasn't realized, saying nothing of an additional financing.

But the policy of non-state education in conditions of self-financing was being formed by economic laws, where the main mechanism controlling the HEI's life was market educational relations, wherein the demand determines the supply of educational services, its variability, the sold product quality and socioeconomic guarantees. Both student and his parents and the society as a whole appear as the consumer, the subject of educational relations.

The non-state HEIs' life foundation, according to the member of the Non-state HEIs' Association Council of the Russian Federation Pruss N.M., is quality in its all manifestations: it is, first of all, the quality of knowledge got by students in a HEI and that of the educational process, the HEI's culture within the system of moral-ethic and social values and priorities; second, it is the quality of the faculty, education programs, their mobility and flexibility, the reliability and federal status of educational documents, the socioeconomic guarantees, which the consumer acquires after graduating from a HEI, need to be referred here as well.

At the evident necessity of the private sector development the problem of negative attitude of a part of the population towards to private HEIs stands out. It is explained by the fact that a range of the opened HEIs begin working without a license for educational activities, the educational programs of these HEIs do not conform to the national educational standard, the main target of the activities is the generation of profit and not the quality of the given education.

Among other problems of the non-state higher education becoming and development one can detach:

- the academic activity staffing (there are cases, when persons, the basic education of who doesn't correspond to the taught disciplines, are engaged in teaching);
- the financing (a minimum volume of the establisher's financial or material means is not provided at the creation or reorganization of a non-state educational institution for the purpose of the HEI's financial stability guarantee);
- the problem of place and socio-cultural role of private education in the sphere of higher education is not investigated enough.

Thus, nowadays in the sphere of education there appeared a necessity to develop a new national policy based on the conception of the non-state education not as an incidental or alternative to the state one phenomenon, but as quite a correct reaction to the new interests and needs emerged in the society and conditioned by the life itself. The non-state education, protecting the interests of various social groups, is becoming a special object of the national educational policy.