



Enhanced Training of Creative Specialists Based on the Advanced Education System Implementation

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ABSTRACT

The paper analyzes the topical issue concerning training of creative specialists in the professional training system. The concept of advanced education, which allows to provide such new properties and qualities as portability, adaptability, continuity, innovativeness, creativity is considered as key in professional education restructuring. The paper covers a number of existing modern researches in the field of advanced education, offers the author’s solution for the introduction of such system as “training for the future,” for the “advanced” professional model construction, the implementation of advanced education courses. According to the concept of advanced education courses, the concept of advanced training courses for students, which focus on finishing the present professional training model constructing by adding the future professional competence, is introduced, thus, allowing to increase future specialists’ competitiveness, to form full readiness to the chosen professional profile realization. The paper considers the role of supplementary education as the most important structure of the advanced professional training concept realization as an additional stimulant for the change of management and educational policy of professional education institutions towards well-defined restructuring strategies, the need for the professional training track reconsideration, the educational process quality change.

Keywords: Education, Creative Specialist, Advanced Education, Advanced Education Courses

JEL Classifications: P46, P50

1. INTRODUCTION

The era of post-industrial society changes the image of human civilization, greatly transforming it through the processes of globalization, modernization, intellectualization, and informatization. The creativity-oriented global economy pays much more attention to human capital with its innovative, intellectual, competency-based and creative productivity (Arieti, 1976; Florida, 2005; Florida, 2008; Gelade, 2002).

The new human capital formation, generating an innovative segment of society, that is the creative class, is impossible without the creation of another social space, creativeness of which will provide high intellectual tolerance, multicultural manner,

expressed total ambition for education, stable achievements and outcomes, intensive interaction of creative individuals, groups, communities, organizations and states (Eliseeva et al., 2015; Florida, 2005; Florida, 2008).

The professional education system is a part of new social space and prepares specialists with a revolutionary vision of their profession, themselves and surrounding persons (Arieti, 1976; Florida, 2005). This vision is connected with unlocking the value of a creator, creative individual, person with soul that is hot for reconstruction (Florida, 2005).

The organization of creative specialists training based on a lot of ideas, concepts and approaches, where the concept of advanced

education, which introduces new objectives of the university training system development of future creative self-actualizing specialists is one of the key ones.

First of all, it should be taken into account the principle that the educational status of society should be ahead of the development level of society and industrial base. The process of advanced education to a person is based on the self-identity principle realization, which assumes individual's well-formedness of not only skill and knowledge but also necessary qualities allowing to develop new content, technologies, approaches, methods, subject areas and special fields (Abramyan, 2005).

Following the concept of advanced education raises the need for compliance with the content and nature of professional training to the requirements of emerging technological inventions and technologies, the need for advanced compliance of the number of highly-skilled specialists to demand for them, the importance of gaining better professional knowledge, skills and competences of employees (Asekretov et al., 2015).

As the data for the study the paper has used monographs and op-ed pieces of the leading specialists devoted to the problem concerning advanced education, advanced professional training.

As the study methods the paper used the methods of analysis and synthesis, the inductive-deductive method, the systematic approach to the problem under consideration.

2. RESULTS AND DISCUSSION

Professional education system aimed at creative specialists training should go through necessary restructuring in a number of key directions such as to be continuous, to take a character of advanced development and project vision, to provide openness and accessibility of education outside territorial and other differences, to realize the concept of person-centered education, to implement practice-oriented and creative education (Eliseeva et al., 2015; Asekretov et al., 2015).

The Law "On Education in the Russian Federation" came in force on 1 September 2013 has legally fixed taking a form of continuous education, the main features of which are the full education individualization, equality of educational services' providers, increased competition in this sphere, equality of types, forms and technologies for education.

In obedience to the new Law on Education Russian professional education restructuring should be notable for:

- Fundamental studentship restructuring as a source of new competencies and features;
- Increased universities' productive competition with their obvious integrative relationships;
- Significant stepping up the requirements for the quality of teachers training;
- University management and administration restructuring;
- Education and administrative experience accumulation.

The system of Russian professional education gradually becomes a part of a new public space with its transition "from commodity-based economy to intellectual and creative" and focuses on specialists training with a revolutionary vision of their professional self, giving a subject-employee high "authorship" in his professional occupation and creative realization, self-construction and making himself a creative person (Eliseeva et al., 2016).

The concept of advanced education (Ursul, 2001) "The model of education for sustained development," the controllable advanced system which "would foresee and meet the needs of not past, but future society" should be of key importance in the system of creative specialists training (Problems of the Development of Education and Training: Theory and Practice, 2015).

Ursul has pointed out 10 principles of advanced training such as fundamental futurization of education, globalization, humanization, environmentalization, unification of the axiological content of education, decommercialization of education, institutional heteronomy of education, continuity, accessibility (openness) of education, informatization of education (Novikov and Zuev, 2000).

Polyansky notes that the core of the concept of advanced education is based on the possibility of using education in close integrative relation to science as the data mechanism of advanced reflexion for the social system. Such education, based on the forecasting and strategic planning data, through specific educational effects will update the most socially wanted knowledge, values, rules of behavior, directing the social system to the humanistic development, preventing social and socio-natural disasters and catastrophes (Prikot and Vinogradov, 2013).

The offered system of advanced education should be notable for:

- Globality;
- Openness and accessibility of education for all;
- Continuous education as long as life endures greatly aiming at of self-actualization and self-teaching, forming a creative, independent, moral and tolerant person;
- A wide range of educational standards and occupations;
- Other social institutions lending to the educational tasks;
- Focus on the synthesis of new knowledge, discoveries and technologies;
- Reduction of short-term commercial education focused only on market-based and private interests;
- Systemic use of new information technology in education;
- Commitment to the development of global information society having much creativity and innovativeness.

The works Zhukov and Pahomova; Novikov and Zuev and other authors analyze the problem of advanced professional education.

Novikov and Zuev define advanced professional education as a systemically important property of professional education manifesting by interaction between the certain content and the knowledge transfer process aimed at the development of person's desire to be prone to their gaining (Novikov and Zuev, 2000).

Zhukov and Pahomova define advanced professional education the other way, considering it as a systemically important property of professional education, manifesting by interaction of all components of the education system, built on the basis of innovative processes and aimed at the career development of a future specialist, formation his readiness for professional occupations under the conditions of economy modernization (Zhukov and Pakhomova, 2009).

Abramyan uses the concept of continuous advanced education, the consideration of which with reference to the person forms three key models of the educational trajectory such as professional qualification improving within the existing level of education, learning new stages and levels of education within the professional field, profile and direction change of professional education (Abramyan, 2005).

Abramyan emphasizes that an advance factor is the mechanism for education continuity management, forms a certain network of educational institutions, interacting between each other with obligatory continuity of education programs. The author also emphasizes the importance of following such principles of advanced education organization as multiple-level character, complementarity and mobility.

In our opinion, the system of advanced professional education should be built in accordance with the general trends of the development of information-oriented and creative society, the strategic economy needs, based on the forecasting directions of the development of traditional and new fields of public production and unproductive spheres, employers' advanced requirements, the key trends of the state of being wanted for specialists at the personnel markets for a long-term, emerging occupations with relevant specialists' models and advanced professional standards.

Advanced education inclusion into professional training (Zhukov and Pahomova, 2009; Novikov and Zuev, 2000) assumes a goal to achieve high mobility and complementarity, continuous improvement of professional qualifications within the existing educational level, learning new stages and levels of education within the professional field, profile and direction change of professional education (Abramyan, 2005).

Realization of the concept of a university aiming at advanced education expects that higher education institutions should:

- Be in operation together with the market mechanism, follow the trends for the development of society and the strategic economy needs, new spheres of public production,
- Have a strategic vision of the labor market and a variety of occupations in whole dynamics and rapid removability of "the near training" in sight,
- Following the new requirements, skills and competencies coming from "the near future," today integrating them into the system of future specialists training as the important targets, effects and outcomes (Novikov and Zuev, 2000).

Increasingly manifested integration and globalization of the world economy at regional specialization deepening creates a tendency of transnational production of any product, especially creative, in

design of which many geographically distributed companies now take part (Eliseeva et al., 2016).

Such peculiarities cause the need for remote working in distributed teams (specialist, who are members of a team, work on the project, being at a respectful distance), the ability to work in multilingual and multicultural environment, assuming linguistic skills (mastery of several languages, multilingual and multicultural skills).

In the near future there will be wanted:

- Speaking international professional languages concerning industrial and specialized business processes, industry regulations, standards, requirements;
- Skill and knowledge in the field of interdisciplinary communication, allowing to optimize the specialists' interaction from various sectors and specialized fields (skills of interdisciplinary communication).

Increasing automation forwardness on all professional segments of the process will place to the foreground the need for intensive communications under the conditions of joint professional activity at the level of interpersonal and group interactions.

Observed high speed in the field of supply of goods and services, their constant restructuring and development of in keeping with the requests of a buyer now demand understanding and even "prediction" of the needs of a client, which emphasizes such important qualities of a specialist as customer centricity and the ability to work with customers' requests (Eliseeva et al., 2016).

High uncertainty of modern space, fast dynamics of phenomena, events, situations, multiplied by low predictability and forecast ability even the near future, places to the foreground:

- The ability to effective time management,
- Professional and personal adaptability to changing working conditions and new requirements,
- Rapid and the most appropriate decision-making in complicated and fluid situations,
- Rational use of resources which a specialist have,
- Enhanced systemic brain functions.

The important change of professional space will be its satiety with creative work and creative activities, as widespread and extensive automation will displace unskilled and routine work, affording everybody an opportunity to show talents and abilities in various fields and directions.

Creativity become mass, having defined new meanings, objectives and values of each person towards perfection of the world, creation of new ideas and projects, self-improvement and the development of surrounding persons as creators and innovators. The creative class formation will help the states to improve their cognitive and creative potential as a powerful resource for increased national competitiveness.

Reducing of the life cycle of traditional occupations and jobs when there is a considerable number of jobs demanding project-

innovation activity will focus employers' attention on the ability to work in project teams, to master skills of the own project management organization.

Forming now "the man-machine world" actualizes the necessity of each specialist's information competence development both at the common cultural and professional specialized level. Thus, there is the importance of software engineering skills, user's development as the subject of interaction with information systems and technologies which can hold a successful dialogue with the machine by himself, to make decisions and complete professional tasks together, to manage complicated automated systems.

In our opinion, advanced education assumes universities' avoiding inert trends of the hark back to the past and revising recruiting program of students of "outdated" and "endangered" occupations. Specialists training by such occupations increases graduates' personal risks for being unwanted at the labor market, to fill "niche" of the unemployed and "looking around for a job for a long time" young specialists.

Moreover, the focus on "endangered occupations" can also impact on a university which expends its resources, workforce capacity for education projects having no potential public profitability in the near future.

The paper would find difficulty to quarrel with researcher Kaku who characterizes the modern system of professional education as follows: "Current education system trains specialists of the past. We teach them for work, which does not already exist, providing by those intelligent tools which are long ineffective. Therefore, there are so many unemployed in the world. Why should a business owner hire graduates for job seeing that they have not enough proper knowledge experience?" (Kaku).

The Federal Service of State Statistics over 2015 demonstrates high rates of unemployed young people under 25 years of age (25.6%). Among the unemployed, who do not have work experience, young people from 20 to 24 years of age figure up to 50.6% (Eliseeva et al., 2016).

In our opinion, not only employers and state run public authorities, but also universities, following inert "past" specialists training policy have respect to the problem of unemployment of young people.

We think that under the conditions of advanced education the universities should:

- Actively focus on new industries, occupations, specialties that will be wanted in the next 10-15 years,
- Intensively restructure the education system towards meeting the education needs with medium- and long-term perspective.

According to researchers' forecasts there will be 186 new jobs up to 2013 created such as a GR-manager, time broker, coordinator of public development programs, personal brand manager, network psychologist, network doctor, virtual lawyer, operator of network robots, architect of intelligent control systems, builder of "smart

roads," designer of life cycles of space systems, space biologist, city-farmer and others (Eliseeva et al., 2016).

Already now, the universities need to prepare educational "soil" for the introduction of "jobs of the future" at the level of the finished educational and information project, to determine the a set of competence for each predicted specialization, to reveal the models of professional activity on the potentially expected directions, to form a list of subjects and disciplines for new specialists training, to develop training concepts, innovative technology, forms, methods and means of training, to prepare teaching and management staff, to develop inventory and logistics management and software, to form complex information and learning environment ensuring rapid adaptation of a university at the organization of training for occupations of the future.

The realization of the concept of advanced education demands much attention to the change of the university format, its significant restructuring as innovation and creativity-oriented educational institutions with intensive use of Information and Communication Technologies and integrated automation.

Advanced development of the universities is, in general, "rational cooperation of their functioning with the market mechanism, the use of its positive aspects, stimulating activation of all spheres of educational institutions' activities" (Eliseeva et al., 2016).

Creative specialists training should assume the implementation of training "for the future" with adding not only competence of contemporary specialists' professional development, but also additional "expected" competence which a specialist should have at least on graduation from university and at the stage of initial engagement in professional activities. This approach eliminates the problem of "depreciation" professional knowledge and competence which a student gains at university, also makes a university more adaptive both to the relevant and perspective needs of the labor market, multidimensional requirements of an employer (Eliseeva et al., 2015).

Thus, we think that both wanted professional specialists with different occupation profiles and the construction of "leading" specialists with a set of complementary competence, predictable and potentially expected in each occupation should be developed. In accordance with the concept of advanced training the courses of advanced students' training, which focus on finishing the current model of "professional future" training competence creating, allowing, thus, to improve future specialists' competitiveness, to form full readiness to the implementation of chosen professional profile, should be actively implemented.

Advanced training courses (ATC) considering high dynamics of the content change and focus on continuous variability of the labor market, occupations, employers' requirements should be notable for minimal formalization in the design of the education program part during displacement of such basic efforts as informational content, hardware and technical equipment, optimal program of the educational set, tutorial specifics, high professional and information competence of teachers.

ATC should be notable for the possibility of high variability according to the individual needs of each student taking into account his educational needs and motives, visions of the professional training line, individual psychological characteristics, experience in training, general and professional competence, self-management skills, organization of independent training activities, timeframes and financial capabilities, and so on.

Accounting all these parameters at the “input” of the educational process makes it possible to the multivariate multilevel organization of different professional and competence courses of advanced development, with, for example, possibilities for “rapid training” courses “per hour,” “per day,” “per week” or “long training” courses on an annual and terminal basis. Moreover, these courses like “puzzle” modules can be rapidly restructured and finished depending on the changing needs of the individual in necessary consultation between specialists and teachers who are responsible for integrity and efficiency of the training process of students as creative and competitive specialists.

Each course of advanced development should complement the status of a specialist, helping all students to create the common and integrated model of a specialist and professional activities in terms of functionality, proper structure and dynamics, to develop new abilities, skills, competence included into the professional model of each student as “waste”. And this model, being compared with the ideal model, creates new perspectives for further education and self-education of a student.

ATC should have the property for further personal, professional and creative growth of students, have the project character, providing the ability to solve a number of educational and professional situations, tasks and problems from the perspective of the clear target, formation plans and programs, determination of resources, expected effects and outcomes.

The advanced development system should have deeper and more stimulative nature of control and evaluation procedures having a multi-disciplinary character, allowing to trace the positive development not only in knowledge and activity-based, but also in behavioral, worldview and general-personal aspects. Here the practices of attendant reflexion, keeping of notebooks and diaries of personal observances, self-development of development and deviation dynamics should be included.

The implementation of advanced development courses changes functionality and role-set of teachers who should be able to prepare necessary training materials for digital and remote presentation, be ready to show in continuous automation their high information and teaching culture for working in special education platforms and environments with general and specialized software products and network technologies (Asekretov et al., 2015).

A teacher, leading the courses of advanced development, should be a philosopher, systematician, research associate, being the image of modern education, its wide range of occupations, competence models, their dynamics and perspectives, to be able to create each

course considering clear continuity with existing models and professional requirements.

There is also important high competence of a teacher as a diagnostician, psychologist, communicator, estimating readiness of each student for training these courses, managing determined normativity of the education process, which motivates and stimulates the successful completion of the courses, organizes various system interactions in creative dyads as “student-teacher” “student-student,” “teacher-group,” “student-group.”

It should be noted the significant transformation of the key task of a teacher as “a skilled carrier of knowledge” into a teacher-planner and methodologist, creating the conditions for independent and successful students learning of the offered system of knowledge, skill and competence. A teacher leading advanced development courses should be a mentor, tutor, consultant, master trainer, coach, researcher, creative leader that assumes the significantly higher level of professional competence demonstration by each specialist in the advanced education system.

The most important role of a teacher is being an innovator, creative specialist, who are ready to continuous occupation restructuring, the development of new educational projects, programs, educational decisions, demonstrations of originality, authorship of content-methodological and technological aspects, ready to make creative decisions in the sphere of education, ready to be the best creative work planner, stimulating and organizing students for creativity demonstrations by involving them in a variety of activities (Zhukov and Pakhomova, 2009).

The structure the most adaptively meeting the needs of advanced training is the system of supplementary education, which should have no formal, but absolutely included character of advanced training, which acts on the environmental changes and offers the most wanted and advanced programs, courses, trainings, masterclasses, seminars, business games, and so on “filling” the gaps of main education and orienting the students to a large set of educational services possessing high educational and future professional profitability.

Additional education should operate as the real production with the marketing system and promotion of educational services, a wide range of offered educational products, improved and updated the educational process organization technology, high automation and computerization of all substructures, highly skilled teaching staff, informational and methodological services, effective monitoring and general management.

In our opinion, should be a kind of the university “receptor” receiving all necessary information on the education market from the perspective of live strategic information, constantly developing and offering right educational solutions, mutually beneficial for an employer, university and trained specialist.

The additional professional education system plays the role of an additional stimulant for the management and education change of the university policy towards clear reorganization strategies,

the need for reconsideration of professional training directions, changes of the education process quality.

The courses of advanced development, actively implemented into the system of additional professional education can become “sample” courses and disciplines, especially when transferring them to the status of professional training courses, helping to make the education process innovative, creative, research, planning, practice-oriented, productive and efficient.

3. CONCLUSION

1. Modern society creates a demand for creative specialists training ready to global transformations and on-going true-up of all production and non-production spheres of society.
2. The most important social institution, which can meet the need for such specialists training is the system of professional education at the stage of systemic transformation.
3. Meeting today’s society creative requirements, professional education should include the best ideas, approaches, concepts which create the methodological framework for creative education.
4. The concept of advanced education should be one of the key ones in professional education restructuring and its transfer to creative direction.
5. Following this concept creates another vision of creative specialists training in terms of higher education, based on globality, continuity, openness, accessibility, multiple-level system, multivariance, complementarity, mobility, adaptability, innovativeness, resource completeness.

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