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## DEVELOPMENT OF FURTHER PROFESSIONAL EDUCATION IN ECONOMY AND MANAGEMENT<sup>1</sup>

## РАЗВИТИЕ ДОПОЛНИТЕЛЬНОГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ В СФЕРЕ ЭКОНОМИКИ И МЕНЕДЖМЕНТА

*Razumova T.*

Moscow State Lomonosov University, Russian Federation, e-mail: Tatiana.razumowa@yandex.ru

*Разумова Т. О.*

Московский государственный университет имени М. В. Ломоносова, Российская Федерация

### ABSTRACT

*FURTHER PROFESSIONAL EDUCATION,  
MBA PROGRAMS, PROFESSIONAL  
RETRAINING, PROFESSIONAL DEVELOPMENT,  
JOB SATISFACTION*

*Modern labour market is changing rapidly and consequently requirements towards employees, their professional knowledge, qualification and skills, personal qualities and management competences modify permanently. Facing these challenges the system of professional education is transforming from the previous one into «Life-long Learning». As the author's studies certify the programs of qualification improvement, professional retraining, Master of Business Administration, that are realized nowadays promote labour market balance and harmonization, workers competitiveness, wages growth and improvement of job satisfaction.*

### АННОТАЦИЯ

*ДОПОЛНИТЕЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ  
ОБРАЗОВАНИЕ, ПРОГРАММЫ «МАСТЕР ДЕЛО-  
ВОГО АДМИНИСТРИРОВАНИЯ», ПРОФЕССИО-  
НАЛЬНАЯ ПЕРЕПОДГОТОВКА, ПРОФЕССИОНАЛЬ-  
НОЕ РАЗВИТИЕ, УДОВЛЕТВОРЕННОСТЬ ТРУДОМ*

*Современный рынок труда стремительно меняет требования к работнику, его профессиональным знаниям и навыкам, личностным качествам и управленческим компетенциям. Отвечая на эти вызовы, система профессионального образования трансформируется в модель «обучение длиною в жизнь». Реализуемые в настоящее время программы повышения квалификации, профессиональной переподготовки, MBA, как показывают исследования автора, способствуют гармонизации рынка труда, усилению конкурентоспособности работников, росту зарплаток и повышению удовлетворенности трудом.*

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The world is experiencing a boom in further professional education. An increasing share of the population participating in further professional education programs demonstrates that lifelong learning is becoming the norm. This process has a profound background from theoretical, socio-economic and technological points. Labour economics provides us with the concepts of human capital and educational signals that both support the idea of positive influence of professional education and training on employee's wages and competitiveness on labour market. Professional education is consequently considered as a «social lift» supporting individual's penetration into the new spheres of labour activities followed by welfare growth. New technologies have a double effect on further professional education. On the one hand they push the workers towards retraining «to fill the gap» between old and new skills, on the other – information technologies provide scholars and teachers with new methods of modern knowledge distribution: distant educational courses and retraining programs become more and more popular all over the world.

In Russia, the profound system of further professional education was formed in the first half of the 20th century, as the professional mobility at that time was rather low, it was oriented mainly on qualification growth in the frameworks of one profession but the refreshment of knowledge and skills according to existed standards was mandatory for many professional groups. In 1990-s the radical changes in the society and economy involved the decrease of the amount of enterprises and organizations that were able to finance the system of qualification growth while those people who urgently needed additional or completely new professional knowledge and skills form the individual demand for further professional education. The supply of this type of education was provided by different educational institutions including universities.

So, nowadays we complain that out of approximately 75 mln people in the labour force in Russia only 16 thous. people annually improve their qualification on the job places in industry [1]. But at the same time about 1.4 million people annually use the educational services of various departments of further professional education: professional development, professional development in the form of internship, professional retraining [2]. The Federal law «On education in the Russian Federation» regulates further professional education sphere. As indicated in this law, further professional education is aimed at meeting educational and professional needs, professional development of individuals, ensure that their qualifications correspond with changing conditions of professional activities and social environment [3]. As can be seen from this law, further professional education is realized through the professional development programs ranging from 16 to 250 hours and professional retraining programs, which provide their graduates with different types of certificates depending on the amount of hours in curricular.

The Russian Federation is now oriented on achieving ambitious goals – creating millions of modern job places, increasing labour productivity and economic growth – that

is impossible to fulfil without investments in human capital. For the implementation and systematization of the tasks the Russian Agency for Strategic Initiatives drew a roadmap for «creating a National system of competences and qualifications». It is evident that the most mobile form of professional education that is able to adjust rapidly and adequately to the new professional standards is further professional education. According to the results of the study of the European Center for the Development of Vocational Education, the increase of the number of training days by 1 % leads to the increase of worker's productivity by 3 % [4]. Moreover, the European Center had shown that the maintenance of knowledge and skills at a high level increases the productivity of the worker and also of the company as a whole, reduces unemployment, increases wages, encourages internal and external investment.

One of the most progressive forms of corporate training today is a corporate university. Corporate universities began to appear in Russia since 1999. The first of these is the University «Beeline», created by the company «VimpelCom». It was active in developing its sphere of influence, a network of suppliers and service providers. To capture the market the specialists were required who understood not only the fundamentals of business, but company policy. Currently, in the framework of University «Beeline» has more than 260 local trainers and 30 people organize the learning process in the company [5]. It should be noted that the process of teaching adults has its own characteristics: they need to know exactly what they must learn and for what purpose. The most effective training will be if it takes into account the real needs and has an applied, practical nature.

The Faculty of Economics of Lomonosov Moscow State University has successfully implemented further professional education programs for more than 15 years. In January-April 2016, a survey was conducted among the graduates of the «Master of Business Administration (MBA)», which received 250 questionnaires and showed that the following:

- more than 65 % of the program graduates have noted an increase in their income after completing the program;
- about 57 % of graduates made the transition from operating positions to the managerial;
- almost 79 % of graduates increased job satisfaction.

The data shows a direct relationship between receiving further professional education and career and professional growth of alumni. It should be noted that among the respondents were graduates of 2008-2009, which despite the crisis noted improvement in their employment positions [6]. The Faculty of Economics of Lomonosov Moscow State University also held several researches on the MBA programs alumni and found out that 98 % of alumni have found a new job with higher salary and their job satisfaction has increased [7]. The results of the reviewed studies confirm the thesis that further professional education has a positive effect on the career of the individual, and can therefore be considered as a tool of harmonization of relations between labor market and education market.

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## RESUME TYPES

## ТИПЫ РЕЗЮМЕ

**Serebryakova V.**

Vitebsk state technological university, Belarus, e-mail: valerianaw@tut.by

**Серебрякова В. В.**

Витебский государственный технологический университет, Беларусь

### ABSTRACT

*RESUME, SUMMARY OF EDUCATION, WORK EXPERIENCE, SKILLS, ACHIEVEMENTS, KEYWORDS*

*This paper is of scientific interest in the study of modern resume. The work considers in detail the features of the*

### АННОТАЦИЯ

*РЕЗЮМЕ, ОБРАЗОВАНИЕ, ОПЫТ РАБОТЫ, ОСНОВНЫЕ ДОСТИЖЕНИЯ, КЛЮЧЕВЫЕ СЛОВА*

*В данной статье с научной точки зрения исследуется природа современного резюме. В работе детально рассматри-*