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## EDUCATIONAL NETWORKING IN THE TRAINING OF CUSTOMS SPECIALISTS

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### Abstract

The main problem in most universities is the lack of comfortable places for students to work on team projects, homework, case studies, for independent learning, and communication. The solution to the problem can be the creation of an educational networking space, the tasks of which will be the formation of universal, general cultural and professional competencies, the development of moral and legal culture, inclusion in the professional community, the exchange of ideas, experience, analysis of professional situations, the creation of new projects.

In this article, based on a detailed analysis of the existing models and mechanisms of economic and social coworking, the features of the educational networking space for additional training of customs specialists are considered, and the defining characteristics of the educational networking created on the basis of a higher educational institution and a specialized organization of additional education are revealed; it provides for the transformation of educational activities through the introduction of a Web space on the university's website in order to receive advice from leading experts in the field of customs, conduct online master classes from experts, participate in foresight sessions, and presentations..

**Keywords:** Coworking centers, non-working space, customs business, Web space

### 抽象的

大多数大学的主要问题是缺乏适合学生进行团队项目、家庭作业、案例研究、独立学习和交流的舒适场所。问题的解决方案可以是创建一个教育网络空间，其任务将是形成普遍的、一般的文化和专业能力，发展道德和法律文化，融入专业社区，交流思想，经验，专业情况分析，新项目的创建。

本文在详细分析现有经济社会协同工作模式和机制的基础上，考虑了海关专家额外培训的教育网络空间的特征，以及在此基础上创建的教育网络的定义特征。揭示了高等教育机构和专

门的额外教育组织；它通过在大学网站上引入一个网络空间来实现教育活动的转变，以便接受海关领域领先专家的建议，举办专家的在线大师班，参加前瞻性会议和演讲。

**关键词：**联合办公中心、非工作空间、海关业务、网络空间

## **1. Introduction**

Modern society is developing very dynamically and rapidly. Against the background of a constantly updated and expanding information base, one can single out the main directions of the development of educational programs in educational institutions of higher education: information content, focus on results, symbiosis of science and production. The specialty "Customs" is aimed at training specialists whose duties include control of customs cargo, their inspection, registration of customs documentation, as well as collection of customs duties and fees, detection of contraband and seizure of prohibited goods, keeping records of seized baggage; control of individuals moving goods. Such a very complex work requires great dedication, since the economic security of the state largely depends on the performance of their duties by customs specialists (Grigorieva, 2020). In the context of the growing professional load on specialists for the provision of professional education, it becomes urgent to create an innovative space on the basis of an educational organization. For this, it is necessary to study the system of principles, ways of constructing such a space. The methodology for introducing educational networking for students of the specialty "Customs" was based on the individualization and personalization of training, which helps to identify the strengths in their professional and personal development. In order for individualization and personalization to take place, it is necessary to create a developing subject-spatial environment (hereinafter RPSE).

When studying the organization of the RPSS, its influence on the development of professional and personal qualities of future specialists, it was concluded that the subject-spatial environment of an educational organization should be mobile and dynamic, considering the individual characteristics of each participant (Kormakova, Musaelian and Ruziyeva 2017; Grigorieva, 2020).

### **1.1. The purpose**

Personal development and the formation of professional interest among students of the specialty "Customs" necessarily required the creation of certain conditions, namely: the development and implementation of educational networking with a Web-space on the website of the educational organization, the creation of specialized educational platforms, the active involvement of students in the work of professional communities.

The purpose of this article is to analyze the possibilities of introducing and using educational networking for students of educational institutions of higher education (using the example of the specialty "Customs").

## **2. Materials and Methods**

The idea of coworking (networking) as a new economic tool belongs to the American programmer Brad Newrberg (San Francisco). Coworking is a learning area in cooperation and coordination of actions of people with different specifics of work in a narrow space, collective (joint) work (Grigorieva, 2020). Networking is a

learning zone in the Web-space (Ignatieva, 2018).

The practice of creating coworking centers began in the 2000s. The coworking market in the Russian Federation is emerging. New coworking centers (for example, Moscow City) are opening every year in large Russian cities (Grigorieva, 2020).

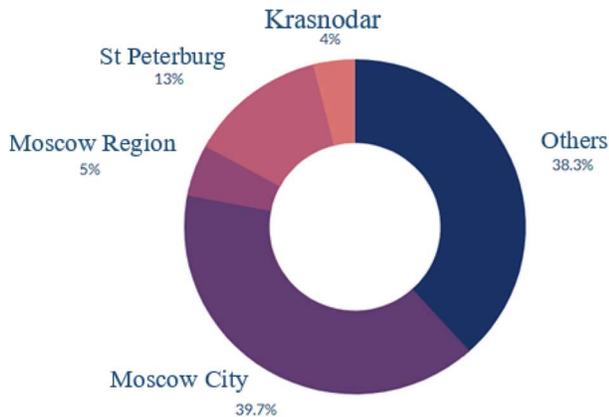


Fig. 2. Structure of coworking in Russia, % of the total number (Source: <https://www.kovorkingi.ru/>)

According to Cushman & Wakefield, the growth of the flexible office segment in 2020, despite the coronavirus epidemic, was 29% - while the total area of Moscow coworking spaces increased from 187,000 to 249,000 square meters. It should be noted that 81% of locations are owned by network operators. According to Collers, in 2020 the segment of flexible office space in St. Petersburg grew by 13.6 thousand square meters and reached 35.8 thousand square meters (Portal kovorkingi.ru, 2020).

Currently, there are about 860 coworking spaces in Russia. Most of them are located in Moscow and St. Petersburg. According to PwC, today the coworking market occupies about 1% of the total office space market in Moscow (for comparison, in London this figure is 5%), but it is growing very rapidly (Portal "vc.ru", 2020).

## 2.1. Preconditions for the introduction of educational networking space for future customs specialists (base - Rostov State Economic University (RGEU)).

For several years now, the boiling point coworking center has been successfully operating at the Russian State Economic University (RSEU). The purpose of the center was to provide opportunities for young people for creative self-realization, to help them achieve a high level of career, professional, personal and social development of young professionals. On the basis of the center, the authors of the article held open lectures, round tables, meetings with specialists from different branches of science and industry. In the course of the work it became clear that in order to further develop the professional communication of students in the specialty "Customs" it is necessary to create a networking space on the basis of the existing center. It also contributes to:

- 1) expanding the exchange of educational content and best educational practices between higher education institutions;
- 2) the introduction of modern digital technologies and tools into the educational process. An example of such a space was the customs portal for participants in the foreign economic activity of Alta-Soft LLC (Moscow), which is a networking site for both working professionals and future customs specialists (Grigorieva, 2020).

The portal "Alta-Soft" regularly held webinars highlighting innovations in the field of customs; discussions were organized on problem situations on customs clearance of goods, classification of goods in accordance with the commodity nomenclature of foreign economic activity; online consulting was carried out for

students in the field of foreign economic activity (FEA); online trainings were held on filling in declarations for goods (DG), filling out problem columns in DG, and also educational, methodological and scientific materials were published by leading specialists of customs authorities and experts in the field of foreign economic activity.

The study showed that the main problem that hinders high-quality professional training is the lack of educational motivation and students' interest in the results of the educational process. At the same time, a large number of disciplines in the specialty "Customs" involves the implementation of creative tasks, group projects; discussion of professionally oriented situations. The revealed facts prompted the authors of the article to organize an educational networking space. We have identified two main factors that contribute to the introduction of educational networking space on the website of an educational organization. Firstly, the lack of necessary conditions for classes in student dormitories, the library of the university, at home (noise, a lot of distractions, the lack of formed ideas of students about the necessary knowledge and professional skills (Grigorieva, 2020). Secondly, the existing procrastination is the tendency of the individual to postpone any importance for an unspecified time (psychology).

The idea of creating an educational coworking space on the basis of an educational institution of higher education, together with specialized organizations of additional professional education, turned out to be optimal and effective, since it provided for the expansion of the competencies of students and specialists in the field of customs, contributed to the development of professional skills, creative thinking, creative

potential, and the assimilation of moral norms and legal knowledge (Grigorieva, 2020; Kormakova, 2015). The creation of educational networking on the basis of the university with the introduction of the Web-space on the website of the educational organization was of a socially oriented nature. The idea of developing the Web-space was aimed at expanding the competencies of students in the field of customs. The purpose of creating this space was the opportunity to receive advice from leading experts in the field of customs, conduct online master classes by experts, participate in foresight sessions and presentations. The created networking space for future customs specialists contributed to the assimilation of moral norms and legal knowledge, the improvement of their professional skills, effective moral and legal self-determination, the development of creative thinking and creative potential (Yamaletdinova and Medvedeva, 2016).

## **2.2. Networking space implementation program for students in the field of customs**

The activities of the networking space, which we introduced on the basis of an educational organization of higher education (university), were regulated by the following regulatory documents: Federal Law of December 29, 2012 "On Education in the Russian Federation" No. 273-FZ; Federal Law of the Russian Federation of August 23, 1996. No. 127-FZ "On Science and State Scientific and Technical Policy"; The University Charter; The regulation governing the activities of networking.

As is known, the management of structural units in an educational organization is carried out by a head who is subordinate to the rector of this organization. Psychological and pedagogical support of students is carried out by teachers and

teachers-mentors, tutors. It is aimed at optimizing the content of the activities of the networking space, at assisting in the formation of students' ability to act independently, to independently choose professionally-oriented moral and legal behavior (Grigorieva, 2020). The principles of such support are as follows:

- the principle of social, professional and personal relevance;
- the principle of interaction;
- the principle of health preservation;
- the principle of manufacturability;
- the principle of variability;
- the principle of student-centeredness;
- the principle of professional orientation;
- the principle of professional and personal success;
- the principle of personalization
- the principle of prevention (Grigoryeva, 2020/2)

The target audience was determined from the number of students in the specialty "Customs". The tasks of creating an innovation space were the following:

- 1) formation and development of moral and legal culture of future customs specialists with the aim of their further professional self-determination;
- 2) expanding the educational space for a more effective and in-depth study of the specialty "Customs";
- 3) the formation of educational and professional motivation and focus of students' attention on the effectiveness of their work and self-development;
- 4) the formation of a business and creative educational environment based on the assessment of the contribution to the development of each student;
- 5) ensuring self-organization of the activities of students and specialists in the field of customs for

discussing controversial / conflict cases arising in the implementation of customs control.

Psychological and pedagogical support of students in the specialty 38.02.05 "Customs" was carried out by teachers, tutors and was aimed at optimizing the content work of the networking space, helping students in the formation and development of their ability to act independently, the choice of professionally important moral and legal behavior [Grigoryeva, 2020; Grigoryeva, 2020/2].

The study showed that the technology of introducing networking space on the basis of an educational organization as a type of project activity with an existing coworking center has its own advantages and disadvantages (Table 1).

**Table 1. Advantages and disadvantages of organizing a networking space**

Advantages	Disadvantages
Availability of participation in events held in flexible spaces	Possible confidentiality of information
Opportunity for training and professional development	Imperfection of technical support
Possibility of experience exchange between current and future specialists; comfortable atmosphere; professional and creative development.	Arising organizational problems in the preparation of events

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The ability to quickly receive urgent online consultations

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Workload of working specialists, lack of time for urgent answers

the practice of communication between students and professionals);

4) analysis of the strengths and weaknesses of students (thanks to the advantages and disadvantages of moral and legal behavior revealed in a timely manner in the process of collective work, the professional and personal qualities of future specialists are corrected / educated, the formation of a conscious choice of ways of professional self-development is carried out) (Kormakova, Klepikova, Prokopenko and Musaielian, 2018).

The system of the Web space provided for feedback from students to conduct a quality monitoring of the acquisition of competencies, adjust training courses in accordance with the new challenges of the time. The feedback format was organized on the basis of surveys, anonymous questionnaires, which made it possible to form groups of interests. Students involved in the educational process were additionally "poured" into collective sub-groups, which helped to ensure a higher quality of education. As a result, there was an increase in the number of students interested in self-development; secondly, the quality of professional training of future customs specialists has increased; thirdly, experienced specialists were involved in the development of networking; fourthly, a territorial platform was created for communication between learning youth and mentors from among professionals (Grigoryeva, 2020; Opalko, 2016).

In the course of the research work, the following methods of evaluating the results were used: questionnaires, polls, "likes" and "reposts" in social networks. At the same time, the assessment based on the results of the activity of social networks turned out to be the most mobile and effective in this work.

The main tasks of the networking space:

- 1) meeting with employees and veterans of the customs service for analysis and moral and legal assessment of specific situations;
- 2) conducting thematic lectures;
- 3) organization of event, plot - activity events;
- 4) psychological and emotional relief of students and teachers;
- 5) education and formation of the moral and legal position of customs specialists (Grigoryeva, 2020).

The criteria for determining the effectiveness of the use of networking space are expressed in quantitative and qualitative indicators. Quantitative indicators include: the number of online meetings, conferences, webinars, surveys, meetings held at the university; analysis of student satisfaction with the organization of networking - space (Arskiy, 2019). Qualitative indicators included the following:

- 1) social partnership (contributes to the identification of the leadership qualities of students, the search for like-minded people, the development of independent ideas, which allows you to form skills that are useful in the 21st century);
- 2) increasing the efficiency of students as a result of rationally organized extracurricular activities (the presence of an informal environment in the team contributes to its cohesion; within the framework of an organized space, there is a high probability of mutual assistance);
- 3) development of partnerships with professional employees of customs control (development of

### 2.3. Prospects for creating educational networking on the basis of an educational institution

In the course of the work carried out, it became clear that the main factor in the development of the educational space can be a high interest on the part of the subjects of professional training of future specialists. This contributes to the growth of students' interest in professional development and self-development, increases the competitiveness of the educational organization in the educational services market. The networking space on the basis of a higher educational institution represents a compromise solution between "rigorous" training courses and the possibility of self-education (Grigoryeva, 2020). In the coworking center, which combines different types of educational spaces (virtual and real, formal and informal), all its elements are aimed at developing the professional skills of future specialists, forming their moral and legal culture. This was also facilitated by thematic meetings and events, trainings and educational seminars with the participation of customs specialists. Building business contacts has become one of the main values of networking. Business ties were formed in the course of interaction between students and members of the professional community at the stage of training; they continue to "work" through associations, alumni clubs, social networks, etc. (Portal kovorkingi.ru, 2020; Portal "vc.ru", 2020).

## 4. Results

The study showed the following results of the work carried out. According to the assessments of university professors who implement the direction of professional training 38.02.05 "Customs", students registered on the portal of

the customs operator began to relate to their professional and life future in a new way, considering the opportunity to acquire not only new professional knowledge, but also an additional profession. In the created educational Web-space, the analysis and structuring of existing knowledge were envisaged; worked out controversial / conflict points in the practice of customs (Grigoryeva, 2020), established professionally oriented cooperation with professionals, social partnership (Dominik Halvoník and Jozef Kapusta 2020). Working in the Web space provided an opportunity for the exchange of educational content and advanced educational practices of universities, the introduction of modern digital technologies and tools into educational activities. During the Covid-19 pandemic during 2020, the number of students who registered on the Alta-Soft portal in order to obtain additional professional competencies increased to many thousands of people. The number of educational organizations actively cooperating with the customs operator Alta-Soft has increased to 28 universities. The dynamics of the number of universities that started using the portal of the customs operator "Alta-Soft" for organizing the networking space from 2019 to 2021 is shown in Figure 2.

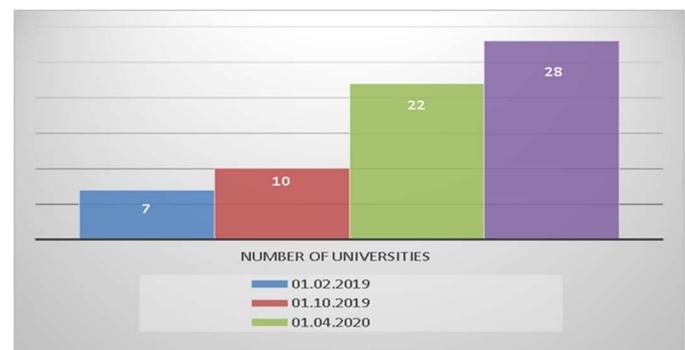


Fig. 2. Dynamics of the number of universities connected to the portal "Alta-Soft»

## 5. Conclusion

The authors analyzed the possibilities of forming universal, general cultural and professional competencies in future customs specialists. It was revealed that this will be effective if all subjects of the educational process / professional training actively work in the educational networking space created on the website of the educational institution of higher education.

Using the example of the specialty "Customs", it is shown that if, within the framework of the networking space of the customs operator "Alta-Soft", a project is implemented to create a Web space (networking) on the website of an educational institution, then the result will be not only informing future specialists about upcoming events, but also the formation of individual educational trajectories of students in order to master them the necessary digital, general cultural, professional competencies in the received specialty (Grigoryeva, 2020; Jesús Valverde-Berrocoso, María del Carmen Garrido-Arroyo, Carmen Burgos-Videla and María Belén Morales-Cevallos, 2020).

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