



STUDY OF THE STRUCTURE OF THE ORGANIZATIONAL MODEL OF JOINT EDUCATIONAL PROGRAMS OF HIGHER EDUCATIONAL INSTITUTIONS WITH ITS CHARACTERISTICS

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Abstract

Joint educational programs are becoming increasingly common in modern higher education, especially in the context of the globalization of developing countries. This article examines the structure of the organizational model of the educational process within the framework of joint educational programs. An analysis of the components of the JEP organizational model was carried out and an attempt was made to characterize the JEP through its characteristics.

Keywords: Joint educational programs (JEP), JEP components, management, quality of education, flow chart.

Introduction

Joint educational programs (JEPs) are collaborations between two or more educational institutions to provide students with educational opportunities that meet the standards of each partner institution. Such programs are increasingly in demand in modern higher education due to their ability to provide students with access to a variety of academic resources, experts and experience at an international level [1, p 181].

The world practice of implementing joint educational programs (JEP) shows that they have a number of unconditional advantages that are not inherent in other forms of educational programs. These include:

- personality-oriented pedagogical process;
- creating an environment for self-development and independent education of students, along with classroom lectures and classes;
- a multicultural environment formed through the relevant contingent, as well as academic mobility [5, p. 147];
- double diploma and double certification systems [3, p. 572].

The main problems of modern JEP have long been unrelated to the educational process, in the context of its content. The main problems of modern JEPs are problems of an organizational and management nature, and first of all, this concerns





the task of structuring higher education on the basis of JEPs - both from the point of view of management and from the point of view of criterion components.

Objects of research

Joint educational programs (JEP), content and organizational model of the JEP, criteria for the integrity of the organizational model of the JEP.

Main part

The structure of the organizational model of joint educational programs includes the participating institutions, the goals and objectives of the program, the structure and content of training, quality management processes, the roles and responsibilities of stakeholders, as well as mechanisms for cooperation and communication between them. Depending on the location, the focus of the education, the number of partnering parties involved and other features, it may differ, although there are a number of characteristics inherent in all JEPs. The formation and characterization of the structure of the organizational model of joint educational programs is a key step to ensure the effectiveness, quality and accessibility of education in the modern educational context.

For clarity, let's present the structure of the JEP organizational model in the form of a complex summarizing block diagram (Fig. 1):

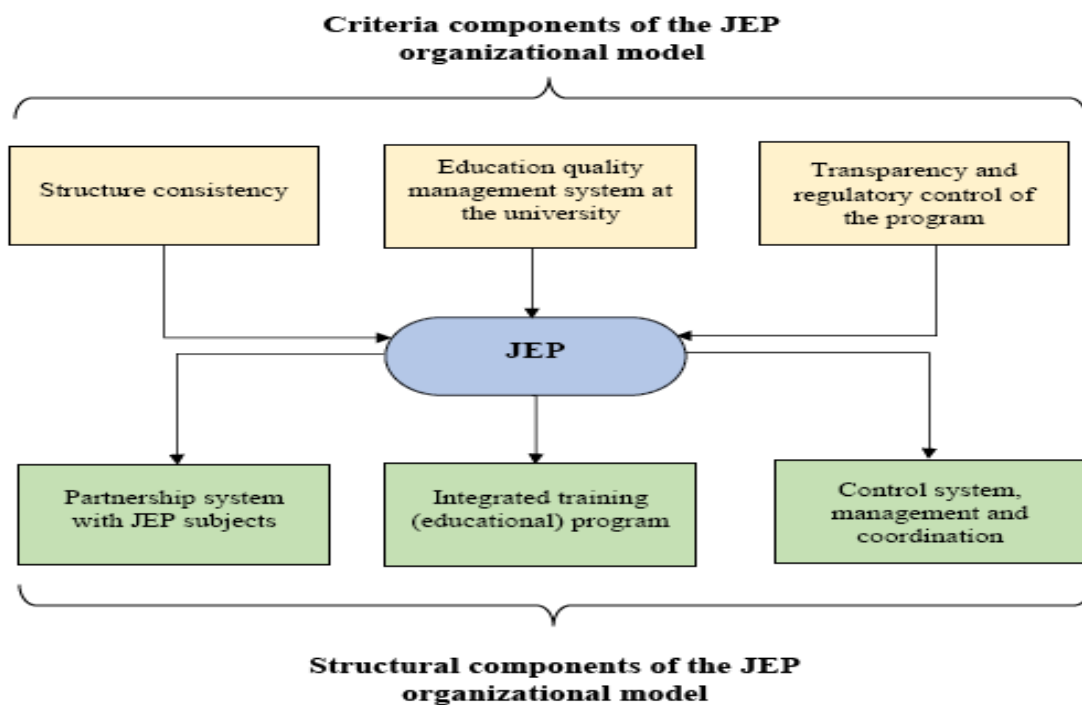


Figure 1. Flowchart of the organizational model structure of a typical JEP



On the block diagram Fig.1. The two components of the JEP are clearly presented from the point of view of its model. In order to optimally study the structure of an organizational model, an approach in terms of criteria and components makes sense. Thus, The organizational model of the JEP can be divided into two main components:
1) criterion (qualitative) components;
2) structural components.

The criteria components of the organizational model of the JEP include a list of requirements for the quality of the organization of the educational process, as well as the educational process as a whole. The structural components of the JEP organizational model characterize it from the point of view of the well-functioning system of management, administration and management. These include, first of all, universities or other organizations partnering within the framework of the JEP, as well as the educational and methodological base and management system.

It follows that an JEP can be characterized in terms of the structure of its organizational model. To do this, it makes sense to introduce the concept of integrity of a joint educational program, which means the presence in it of a finite set of both criterial and structural components. The integrity of the JEP is as follows [2, p. 275]:

- **Consistency of structure and content:** Program structure and content must be consistent among all participating institutions to ensure a consistent educational experience and achievement of learning objectives.
- **Transparency and accessibility of information:** information about the program, its structure, requirements and opportunities should be available to all interested parties, including students, teachers and administration.
- **Quality management system:** a system for monitoring and managing the quality of the educational process is required [4, p. 17], which includes assessment of educational results, feedback and continuous improvement of the program.
- **Stakeholder participation:** All stakeholders, such as students, teachers, employers and representatives of educational institutions, should be involved in the design, implementation and evaluation of the program.
- **Adaptability and flexibility:** the program model must be adaptive and flexible to adequately respond to changes in the educational environment, labor market requirements and student needs.
- **Compliance with legal and regulatory requirements:** the program must comply with all applicable laws, standards and regulations in the field of education and cooperation between educational institutions.

Based on the above, let us formulate a joint educational program from the point of view of its structure:





A joint educational program is an educational program that meets a minimum set of requirements in terms of its criteria and structural components and has integrity.

Conclusions

Proper management of joint educational programs in universities largely depends on the accuracy of the goals and objectives pursued, as well as the capabilities and prospects of the university in various aspects of its activities.

The article took a scientific approach to characterizing JEPs from the point of view of their organizational and structural model, a reference sample of which is also presented in the thesis of the article. The characteristics of the JEP from the point of view of its structure are formulated. The criteria and structural components of the JEP organizational model are described, and attention is focused on their differences and features.

This article may be useful for the study by administrative and JEP management personnel of higher educational institutions, as useful methodological information on the objects of this study.

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