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## PREREQUISITES FOR THE DEVELOPMENT OF THE SHARING ECONOMY IN THE FORMATION OF AN EDUCATIONAL CLUSTER

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**Abstract.** This article is devoted to the research of the cluster's formation of educational services in the conditions of the development of economic relations, which reflect the modern manifestations of the sharing economy.

The cluster of educational services is considered the example of a municipal autonomous educational institution in Krasnoyarsk, forming a complex of interacting participants characterized by geographical connectivity.

The cluster's activities reflect not only educational processes, for the purpose of improving and accessibility of which it was created, but also economic relations that affect their effectiveness.

A range of unresolved problems such as the impact of regulatory regulation, the existence of contractual relations and the need to elaborate a specific concept development is identified when a cluster is formed. Consequently, the study of these processes is crucial and it determines the relevance of the chosen scientific direction.

**Keywords:** types of interactions, educational cluster, organizational and managerial relations, the sharing economy, services.

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## ПРЕДПОСЫЛКИ РАЗВИТИЯ ЭКОНОМИКИ СОВМЕСТНОГО ПОТРЕБЛЕНИЯ ПРИ ФОРМИРОВАНИИ ОБРАЗОВАТЕЛЬНОГО КЛАСТЕРА

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**Аннотация.** Данная статья посвящена исследованию формирования кластера образовательных услуг в условиях развития экономических отношений, в которых отражаются современные проявления экономики совместного потребления.

Кластер рассматривается на примере муниципального автономного образовательного учреждения на территории г. Красноярска, формирующего комплекс взаимодействующих участников, характеризующихся географической связанностью.

В деятельности кластера отображены не только образовательные процессы, с целью улучшения и доступности которых он был создан, но и экономические отношения, влияющие на их эффективность.

При формировании кластера выявляется круг нерешенных проблем: влияние нормативно-правового регулирования, наличие договорных отношений и потребность в разработке определенной концепции развития. Следовательно, исследование данных процессов представляются важным и обуславливает актуальность выбранного

научного направления.

**Ключевые слова:** виды взаимодействий, образовательный кластер, организационно-управленческие отношения, экономика совместного потребления, услуги.

**Introduction.** The importance of the interrelation of educational processes with practical requirements for any professions dictates the conditions for the reorientation of existing systems not only of studying, but also of building organizational, managerial and economic relations.

The only subject of educational services (institution) does not fully implement comprehensive training, as it operates based on established standards. Establishing relationships with other participants focused on the same consumers' segment contributes to the expansion and replenishment of the set of services provided.

The central link in the formation of interactions becomes an educational institution that has a municipal basis and needs to increase the number of services provided in order to comply with the modern requirements of the market economy.

The influencing demands for comprehensive training in performing educational services becomes an impulse to establish organizational, managerial and economic relations with other market participants.

Interacting participants of the educational services market with the central link as a source of transformation, uniting and localizing in one territory, form an educational cluster in which there is a collaborative consumption of resources and obtaining synergistic results.

**Materials and methods.** Through studies of the formation of an educational cluster, the goal was to identify opportunities for the development of organizational, managerial and economic relations. Achievement of the goal meant setting and solving a range of aims:

- to consider the current theoretical foundations of the forms of interactions for educational services;
- to evaluate interactions using the author's methods;
- to determine the directions for improving interactions and the features of the functioning of the educational cluster.

Analysis, comparison, comparison and mathematical modeling were the main methods.

When assessing the interactions forming the educational cluster, documents of entitlement, local acts, reports on the results of self-examination, public reports, statistical data generated by the procurement department, reports on the performance of municipal tasks by structural units were applied as data sources [8].

In the performance of the first problem, the works of Russian and foreign scientists for interactions at the level of economic relations were used.

The second issue involved a comprehensive assessment of interactions using a set of indicators:

- dimension of the cluster;
- the total number of interactions by economic activity groups: material and technical supplies service, services accomplishment, energy and water supplying, goods delivery and provision of services for the educational process, food supply;
- maximum and minimum number of interactions per supplier;
- cluster connection density;
- cluster rank [2].

The solution of the first two aims contributed to the transition to the third problem, during which the obtained results were summarized and the prerequisites for the development of the sharing economy under the conditions of the formation of an educational cluster were

determined.

**Discussion.** Many studies have been devoted to the interaction in the educational process but this aspect of scientific focus does not seem relevant in terms of economic relations.

The attention of the research was focused on the works covering the issues of interactions in terms of economic relations in the formation of an educational cluster.

Studying the experience of interactions in the provision of educational services, the study of a group of authors who single out parity cooperation as a key form of establishing relationships is marked [3, 6]. The purpose of the network interaction system is to improve the quality of professional training of students and it is also represented.

Thus, the main goal in the formation of an educational cluster becomes a similar establishing to expand and replenish the services provided, timely improving their quality.

V. S. Katkalo, V. V. Kuimov, R. Miles, M. Porter, N. V. Smorodinskaya, Ch. Snow, M. Yu. Sheresheva and others were paid significant attention to the interaction in the economy. Summarizing the studied positions of interactions in the economy, we define our own understanding of the educational cluster, by which the author perceives a complex of interacting organizations connected by territorial integrity and providing services focused on the same target segment [9, 11, 13, 14, 15, 19].

The author agrees with scholarly opinions about the fact that the sharing economy is interpreted as an individual sphere where participants interact on various grounds [16, 17, 18, 19, 20].

The composition of interacting organizations can be diverse: when forming a cluster, the participants are individual entrepreneurs who provide educational services and complex network institutions on a municipal basis.

Interacting organizations have an optional connectedness and may not be in financial and economic management at the central level (in our case, the schools, which have an influencing demand to expand the number of services provided).

Individual structural elements that have become a part of the central link (preschool) lose economic autonomy and jointly consume common resources.

Common to all interacting organizations is the total consumption of resources of the central link in the provision of educational services, which is established on a contractual basis or in the implementation of organizational and managerial relations.

Thus, organizations that are part of the central link as structural units interact in the formation of an educational cluster through organizational and managerial relations: a single management apparatus is located in the school, being the administrative center.

Individual educational organizations, as subjects of market relations, consume the general resources of the school on the terms of lease agreements, using special service registration for paid educational services.

It should be noticed that the prerequisites for the development of the sharing economy in the formation of an educational cluster are conditions of the total consumption of resources on a contractual or organizational and managerial basis. Such resources include areas, equipment, labor resources (for structural units), water and electricity supply, etc.

**Results.** The application of the interaction assessment methodology revealed that the formation of an educational cluster occurs by combining several participants:

- school itself as a managing and financial center;
- preschool unit as a subordinate element of the cluster;
- center of supplementary education;
- health club;
- open ecological – biological school-center;
- organizations of supplementary education that provide services on a paid basis.

The vertical structure of the forming cluster is also well demonstrated through partnerships: an authorized municipal authority has a dominant role in management.

The school is an adaptation and integration center in interactions, focusing the coordination of financial, human, logistical, information and other resources, thus acting as a resource source for the activities of other departments and organizations.

The presented divisions and organizations by type are united by one territory and in which both the consumer sphere and the municipal one are present. A shared goal is considered to be the activity on educational programs of preschool, primary, secondary and basic general education, fixed in the constitutive instruments.

The title documents have fixed the possibility of the school to have structural elements that ensure the implementation of activities taking into account the level, type and orientation of the educational programs, the form of education and the mode of stay of students who are not legal entities and act on the basis of title documents, the heads of which are appointed by the director.

In the course of commercial interaction, income activities are provision of paid educational services, leasing of municipal property transferred to operational management.

Educational activities can be carried out at the expense of individuals and (or) legal entities under contracts for the provision of paid educational services.

The director coordinates the general cooperation and networking, relying on the decisions of collegial management bodies as the Supervisory Council, the General Meeting of Employees, the Pedagogical Council, the Scientific and Methodological Council, the Board of Regents.

The adaptation and integration function and the organization function in the formation of an educational cluster have similar features, but when the first one is implemented, there is a regulatory compliance with established standards and rules, as well as a complex of coordination, control and planning of actions.

The information marketing function is distinguished by narrowly focused channels of information dissemination through established sources of information: websites, brochures, memos, informational messages, etc.

During the study of the activities of all participating departments and organizations, it was revealed that now there is no unified concept of the functioning of the educational cluster, the formation of which is moving to the final stage.

Consequently, one of the areas of improvement is the strengthening of organizational and managerial relations in terms of the development and implementation of the concept of the functioning of an educational cluster with an emphasis on shared consumable resources.

**Conclusions.** The emerging of shared economy finalized the formation of an educational cluster and now it includes the following characteristics:

1. Collaborative consumption of resources (cooperation) to achieve a common goal, for which a cooperative network interaction was created (the action of the resource approach in the organization of activities):

– human resources (teaching staff, administrative and managerial staff, junior service personnel);

– information resources (a unified system for distributing information from the management center to the schools' secretary department; sharing incoming information flows from the founder; a website that hosts information on each structural element and informs visitors; combining computers into a local network; the operation of common software products, both analytical and regulatory);

– financial resources (one finances system of the network entity from the budget and accountability through the central accounting department);

– material and technical resources (buildings and structures, materials and equipment,

technical means, household inventory, etc.).

2. The usage of electronic platforms for material, technical and household support of structural elements in their activities:

– an official platform for posting information about state (municipal) entities – bus.gov.ru [8];

– KIASUO system, which serves to arrange and digitize the fullness of a network entity – kiasuo.ru [10];

– electronic platform for procurement activities – zakupki.gov.ru [7].

The first two platforms are informative, and the electronic procurement platform fully reflects commercial relations with suppliers of goods and services.

Thus, the main prerequisites for the development of the sharing economy are shown with a strong central link with a wide range of material, technical and financial resources, an influencing need, a common territory for interacting organizations, a single target segment of consumers and total consumption of resources on a contractual or organizational and managerial basis.

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