

# Additional education for fashion and beauty industry specialists in the field of environmental health

*Galina Ekinil*<sup>1\*</sup>, *Valeria Provotorina*<sup>1</sup>, and *Antonina Petrenko*<sup>1</sup>

<sup>1</sup>Don State Technical University, 1, Gagarina Sq., Rostov-on-Don, 344000, Russia

**Abstract.** This study is aimed at analyzing the innovative aspects of additional education of specialists in the fashion and beauty industry in the field of environmental health. The article argues the relevance and necessity of increasing the effectiveness of additional professional education in the fashion and beauty industry in accordance with the social and economic needs of the country, the needs of the individual, society and the state. The most important element in the development of the fashion and beauty industry, the quality organization of the beauty services space, in attracting and retaining consumers are qualified personnel in the fashion and beauty industry. In the context of the dynamic transformation of socio-economic conditions, the aggravation of the demographic situation, the increasing influence of modern world trends in the fashion and beauty industry on the labor market (the emergence of new professions, and within existing professions, new competencies), additional professional education is increasingly gaining the status of a priority direction for the development of an educational institution of higher education. Additional vocational education is presented as one of the promising areas for the development of educational activities, an important component that allows integrating different levels and forms of education in order to have a more flexible educational trajectory. The main criterion for the quality of education in the fashion and beauty industry should be the existence of a system that ensures its compliance with the changing needs of the industry and the formation of personality in all its manifestations.

## 1 Introduction

At present, the fashion industry and the beauty industry are two complementary sectors of the economy, characterized by dynamically developing and investment-attractive activities. The entire population of the country uses the services of the fashion and beauty industry to one degree or another. At the regional level, the development of the fashion and beauty industry contributes to the harmonious development of the region, solving social issues (increasing employment of the population, improving its well-being), establishing and developing small businesses, improving the quality of life of citizens, and ensuring greater

---

\* Corresponding author: [gekinil@mail.ru](mailto:gekinil@mail.ru)

accessibility of consumer goods and services to the population. In this regard, the development of the fashion and beauty industry can become an important task of strategic regional socio-economic development.

Every year, the fashion for beauty services stimulates the demand for them, which in turn affects the development of enterprises in the fashion and beauty industry and, as a result, increases the need for specialists in this industry. In the context of the development of society and the modernization of the education system, as well as social, political, economic reforms, changes taking place in the fashion and beauty industry, the demand for specialists in this field, as well as for educational services, is increasing. Thus, it seems relevant to study both the innovative aspects of additional education and the need to introduce them into additional professional education in order to increase the success of training highly qualified personnel in the fashion and beauty industry.

Developing under the influence of socio-economic and political conditions, the country's education system should be based on traditions that involve the transfer from one generation of educators to another of the well-established elements of the content, means and technologies of training, education and innovation, including new phenomena in education, such as innovative pedagogical technologies, a set of methods, techniques and teaching aids. Traditions and innovations in education should become the two bases of the education system and serve as a guide in the development of modern education. Innovative processes are a pattern in the development of modern additional education.

Fundamental changes in the life of Russian society put before the education system the task of modernizing the education sector, creating a mechanism for the sustainable development of this system in accordance with the political, social and economic needs of the country, the demands of the individual and society.

Transformations of the modern education system are the result of changes in the functioning of educational institutions of higher education. Higher education institutions are faced with the task of significantly improving the quality and efficiency of education, solving the problems of ensuring their viability, and finding financial sources for sustainable development. The fulfillment of the tasks set is possible due to the development of various structures of additional professional education, the mission and scope of which should change significantly in the context of the idea of continuing education. When redirecting the educational strategy towards continuous education, there is a need to improve additional professional education, both in organizational and research aspects.

On the other hand, in the context of a dynamically developing fashion and beauty industry, changing customer requests for types of services and quality of service, improving the skills of the personnel of fashion and beauty enterprises is one of the key factors in the effective functioning of organizations. In the context of constant changes in the fashion and beauty industry, the knowledge and skills of the personnel of enterprises in this field are rapidly becoming obsolete. Therefore, workers in such a dynamic industry constantly need to improve their skills and receive additional professional education.

The purpose of the study is to analyze innovative aspects in the field of additional education and determine the trends in their development in the fashion and beauty industry.

Due to the fact that the activation of innovative processes in additional professional education is a characteristic feature of our time, it is necessary to modernize the educational system - a different content of education, other approaches, relationships. At the same time, it is very important not to forget the traditional features of the educational process, to generalize the experience of both foreign and domestic specialists in the field of additional education in the fashion and beauty industry.

## 2 Materials and methods

In Russian legislation, education is interpreted as a single purposeful process of upbringing and education, which is a socially significant good and is carried out in the interests of a person, family, society and the state, as well as a set of acquired knowledge, skills, values, experience and competence of a certain volume and complexity. for the purposes of intellectual, spiritual and moral, creative, physical and (or) professional development of a person, satisfaction of his educational needs and interests. At the present stage of reforming the educational system, various innovative processes are becoming increasingly important. Being one of the most innovative industries, the education sector largely contributes to the creation of an innovative climate and the competitiveness of the country's economy as a whole. The need for approbation and introduction of new forms and methods of work must be constantly realized in the education system.

As a new field of knowledge, the science of the new, innovations, which studies the patterns of emergence, development and introduction of innovations in material production, was formed at the beginning of the twentieth century. But in a short time, innovations moved into the social sphere, and as a result, into education, in which the foundations of pedagogical innovations are laid.

The works of the following foreign authors are devoted to the study of the methodology for researching innovations and the need for their application in higher education: Anna Lašáková, Lúbia Bajzíkóvá, Indra Dedze (2017) [1], Barkathunnisha Abu Bakar (2020) [2], Viv Ellis, Ann Childs (2019) [3], A. Mai Walder (2017) [4], J. Chun-Chung Chow, Cheng Ren, Brenda Mathias, Jiaying Liu (2019) [5], Nicole C. Jackson (2019) [6], Meiju Keinänen, Jani Ursin, Kari Nissinen (2018) [7].

Among the authors dealing with the issues of innovation in higher education, it is worth highlighting: Z. Sh. Akbarova (2011) [8], S. Sh. Kazdanyan (2016) [9], N. Nagibina, N. Ippolitova (2012) [10], I. K. Voitovich (2014) [11], and others. Studying the definitions of the concept of "innovation in additional education", it is necessary to highlight the main aspects that interpret this concept as innovations in pedagogical activity, leading to a previously unknown result, developing the theory and practice of teaching, arising on the basis of a variety of initiatives and innovations that become promising for the evolution of additional education and effectively influence its development.

When identifying the specifics of innovations in the additional education of workers in the service sector, it was necessary to analyze the works of such authors as: L. N. Kazmina, V. V. Provotorina (2015, 2016) [12, 13], L. Kazmina, V. Makarenko, V. Provotorina, E. Shevchenko (2020) [14], L. Kazmina, V. Provotorina, V. Makarenko, A. Petrenko (2020) [15], L. N. Kazmina, V. S. Makarenko, V. V. Provotorina, T. N. Grigorenko [16]. Jianwei Qian, Rob Law, Xinjian Li (2019) [17], Petrenko, A., Ekinil, G., Provotorina, V. [18], L. N. Kazmina, V. V. Provotorina, I. M. Komarnitsky (2022) [19].

The works of the following authors are devoted to the peculiarities of the organization of the provision of services to the fashion and beauty industry: Ali Ahani, Mehrbakhsh Nilashi, Othman Ibrahim, Louis Sanzogni, Scott Weaven (2019) [20], Andrea Nagy (2014) [21], Mehrbakhsh Nilashi, Sarminah Samad, Ali Ahani, Hossein Ahmadi, Eesa Alsolami, Marwan Mahmoud, Hamsa D. Majeed, Ala Abdulsalam Alarood (2021) [22], Norsaadah Zakaria, Anastasia Vouyouka, Wan Syazehan Ruznan [23].

When studying the innovative aspects of additional professional education in the fashion and beauty industry, the following methodological approaches were applied: systemic, institutional and general, which made it possible to study the trends and processes taking place in additional education. The scientific provisions, conclusions and recommendations contained in the article are developed on the basis of the use of logical analysis methods, the economic and statistical method.

### **3 Results**

In the field of the fashion and beauty industry, human labor cannot be completely excluded, since its exclusion deprives the consumer of important human communication, warmth, attention and care. Consumers of services in the fashion and beauty industry are becoming more demanding every day to the qualifications of service personnel. For its part, the employer in a market economy strives to ensure the competitiveness of the results of his work: the best combination of price and quality. An employee in the field of service is faced with the task of providing services in accordance with the individual needs of the consumer, in the quantity and terms specified by him. In the field of service, there is a return to the craftsman-craftsman, focused on a specific customer.

An employer in the field of fashion and beauty in the market conditions of doing business in order to provide a competitive service faces the problem of attracting more qualified and creative professional staff who work effectively in an innovative economy.

This leads to the creation at enterprises of their own system of training or retraining of professional personnel, when employees receive specific professional qualifications in a short time. The employer seeks to minimize the costs and losses for retraining personnel. This imposes certain restrictions on the change of employment of an employee who has undergone retraining with the help of an enterprise, which reduces the flexibility of the enterprise's personnel policy. To eliminate the identified problems and improve the quality of training, retraining and advanced training of personnel for the fashion and beauty industry, a set of measures is needed, including the intensification of legislative activity, as well as the creation of an effective system of continuous education in the service sector.

In accordance with the adopted State Program of the Russian Federation "Development of Education" for 2018-2025, amendments to the Labor Code, introducing the concepts of qualification and professional standard into normative circulation, the basis for further work on the development of the education system in the fashion and beauty industry is being formed, in which the business community, executive authorities, and specialized universities should be actively involved.

The creation of an effective system of continuous education in the field of fashion and beauty through the development of a system of additional education is aimed at acquiring relevant and useful knowledge.

In the context of the dynamic transformation of socio-economic conditions, the aggravation of the demographic situation, the increasing influence of modern world trends in the fashion and beauty industry on the labor market (the emergence of new professions, and within existing professions - new competencies), additional professional education (AVE) is increasingly gaining the status of a priority direction for the development of an educational institution of higher education.

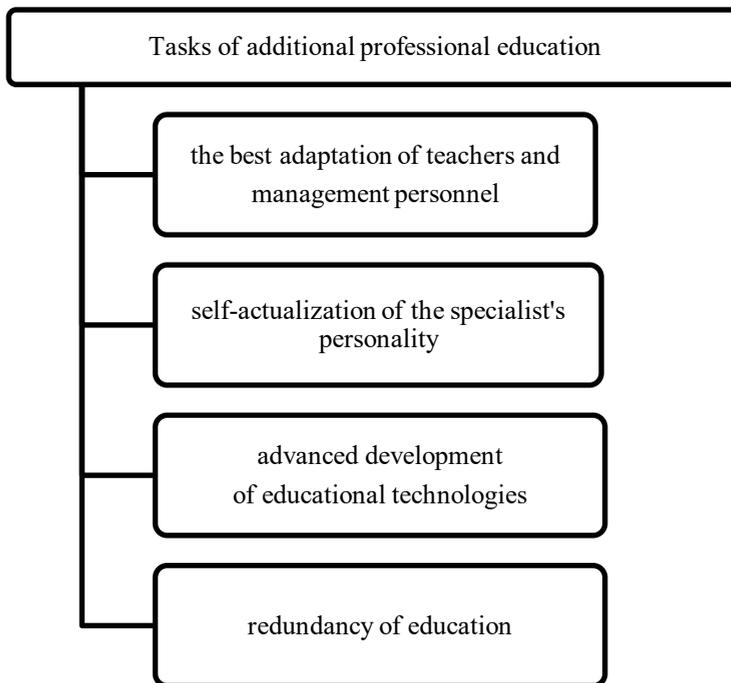
In the Russian Federation, a number of types of CPE have been adopted at the government level, the most common of which include advanced training, internships and retraining (Table 1).

**Table 1.** Types of additional professional education and their characteristics.

Types	Characteristics
Advanced training	Advanced training is a type of vocational training aimed at ensuring a new quality of professional functions performed by an employee and does not end with an increase in the level (level) of education.
Professional retraining	Professional retraining (hereinafter referred to as retraining) is a type of vocational training aimed at mastering educational programs by students to perform a new type of work or group of works. Retraining does not provide students with a new level of education in accordance with state educational standards, but it makes it possible to change the direction of professional activity at the existing level of education.
Internship	Internship is a form of advanced training or retraining by direct participation of the student in the relevant work activity. The internship can be carried out without prior training.

The use of such types of additional professional education as retraining of personnel, advanced training and internships for the training of new personnel is advisable due to the low time spent on training, the specificity and mobility of programs.

Additional professional education is one of the promising areas for the development of educational activities, an important component that allows you to integrate different levels and forms of education for a more flexible educational trajectory. All forms of DPO are aimed at solving urgent problems (Figure 1).

**Fig. 1.** Tasks of additional professional education.

The Russian system of professional training for beauty professionals is developing rapidly. Today it includes educational centers, author's schools, as well as specialized secondary and even higher educational institutions. PIK (beauty industry enterprises) can be added to this list, which diversified their activities by providing educational services by opening courses for hairdressers, stylists, makeup artists, cosmetologists and nail service masters.

At the present stage of development of the system of additional education, the following can be distinguished as the main areas of work of institutions of additional professional education:

1. Institutes or faculties of advanced training, which are subdivisions of universities. These entities carry out their activities on the basis of a license issued to the university and involve full-time university teachers in the implementation of additional education programs.

2. Departments of universities that have their own license for educational activities and are managed by proxy. On the one hand, additional education at a university consists in the process of education and training through various additional educational programs and the provision of additional educational services and provides students with additional knowledge, skills, and practical skills in educational programs. These educational programs provide for additional study of individual disciplines and sections of disciplines necessary for professional activities. On the other hand, additional education in higher educational institutions makes it possible to improve and expand the qualifications of specialists, to ensure their adaptation to modern economic and social conditions, and to the conduct of professional activities.

3. Independent educational institutions of additional professional education.

Additional education at a university creates special opportunities for the development of education in general, including for the advanced updating of its content in accordance with the tasks of the country's long-term development. In fact, it is an innovative platform for testing educational programs, models and technologies of the future.

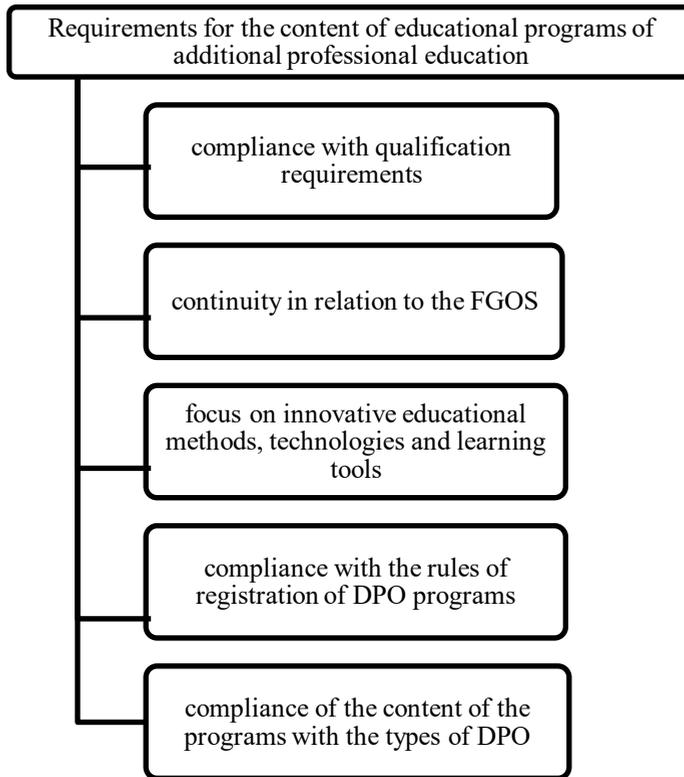
The development and implementation of the system of additional education ensures the solution of the following strategic tasks:

- ensuring the implementation of educational programs focused on the formation of professional competencies;
- creating conditions for improving existing and opening new specialties and professions in the system of secondary and higher vocational education, taking into account the changing needs of the labor market;
- ensuring the formation of conditions that activate the innovative personal potential in educational activities;
- creation of a system of comprehensive support for continuing professional education;
- organization of the career guidance system module, taking into account the needs of the labor market.

Based on the integration of federal and regional financial, intellectual, material and technological, information and telecommunication resources, the creation of a unified information educational environment in the fashion and beauty industry, access to educational resources is opened, student mobility increases, training built on a modular basis receives a new impetus, Remote education.

High activity in the market of educational services makes it possible to make a choice in favor of educational innovative programs (mobile education) that use modern technologies, forms and methods of education.

The main requirements for the content of educational programs for further education are shown in Figure 2.



**Fig. 2.** Requirements for the content of educational programs of additional professional education.

At the same time, the problem of transition to a new model of higher education in the fashion and beauty industry is complicated by the need to coordinate a number of tasks at various levels. At the interstate level - development and coordination of models for compliance with the National Qualifications Framework with metastructures. At the level of an educational institution of HPE - a systematic implementation of strategic and operational transformations of the educational process based on a resource approach. At the level of a structural unit of the university (creative team) - the creation and improvement of information and methodological support for the transition to a competency-based model, including the development of practice-oriented programs.

In modern economic conditions, the system of additional professional education should provide continuous, high-quality and affordable training of personnel, focused both on the current needs of business entities and on the future needs of the country's innovative development.

The implemented technologies of additional professional education are becoming an innovative means of implementing variable learning.

Innovations in education should provide:

- formation of a favorable atmosphere for creativity in higher education, which will motivate teachers to develop and apply various innovations;
- formation of a favorable socio-cultural environment in higher education, funding and providing the necessary resources;
- introduction of the most effective innovations, as well as adoption of experience from foreign partners.

An innovative educational program of additional professional education should consist of three modules:

- theoretical training;
- practices in industry organizations;
- internships in leading organizations of the industry, including foreign ones.

Thus, the system of continuous education is not only an urgent need for everyone, but also the most important factor in the economic development of the country. Investments in people are the most effective, because they develop human potential, on which the pace of scientific and technological progress, the level of culture and labor productivity depend. Therefore, strategically, investments in education have the highest return.

One of the global characteristics of our time is the establishment of an innovative way of development as the dominant one.

## **4 Discussion**

Based on the integration of federal and regional financial, intellectual, material and technological, information and telecommunication resources, the creation of a unified information educational environment in the field of the fashion and beauty industry, access to educational resources is opened, the mobility of students increases, training built on a modular principle receives a new impetus, Remote education.

High activity in the market of educational services makes it possible to make a choice in favor of educational innovative programs (mobile education) that use modern technologies, forms and methods of education.

The main requirements for the content of educational programs for further education are:

- compliance with qualification requirements;
- continuity in relation to the Federal State Educational Standard;
- focus on innovative educational methods, technologies and teaching aids;
- compliance with the rules for designing programs;
- compliance of the content of programs with types.

At the same time, the problem of transition to a new model of higher education in the fashion and beauty industry is complicated by the need to coordinate a number of tasks.

At the level of an educational institution of higher education - a systematic implementation of strategic and operational transformations of the educational process based on a resource approach.

At the level of a structural unit of the university (creative team) - the creation and improvement of information and methodological support for the transition to a competency-based model, including the development of practice-oriented programs. Practice-oriented programs will make it possible to objectively evaluate the results and course of the educational process, as well as form requirements for the educational process in accordance with the requests of employers. Requirements to improve the quality of training of specialists in the fashion and beauty industry, to optimize the educational process predetermined the need to search for innovative forms and methods of education.

An innovative educational program of additional professional education should consist of three modules:

- theoretical training;
- practices in industry organizations;
- internships in leading organizations of the industry, including foreign ones.

The system of training and education of students in the program of further vocational education may include three stages:

- preparatory stage. At this stage, training programs are developed and decisions are made on the implementation of the program, taking into account the level of training of students and the needs of the customer;
- at the second stage, it is proposed to implement the educational program using modern educational technologies;
- the third stage - support of the student after the completion of the educational program and the provision of consulting services.

In modern economic conditions, the system of additional professional education should provide continuous, high-quality and affordable training of personnel in the fashion and beauty industry.

## 5 Conclusions

As a result of the study, a number of conclusions can be drawn. One of the main factors in the development of additional professional education in the fashion and beauty industry is innovation. The ability to perceive innovations and the choice of innovative development make it possible to survive and develop in the conditions of the growing dynamics of social changes and competition in the service market.

In the conditions of informatization of society, the use of e-learning technologies in the system of additional education becomes very relevant and helps to attract new target audiences. The use of e-learning technologies in the system of additional education should not be limited to the use of distance courses, it is necessary to use combined or hybrid learning, combining the capabilities of new information technologies and providing remote access to educational materials in a traditional classroom.

When developing additional professional education programs, it is necessary to take into account the personal orientation of education, practical orientation, mobility, multifunctionality, multilevelness, variety of forms and methods of education, individualization of education methods as a necessary condition for demand.

The situation with personnel in the fashion and beauty industry in Russia is characterized by the fact that young specialists have not yet acquired sufficient experience to take control of the levers, and experienced workers cannot professionally cover the expanding demand. In order to maintain personal competitiveness, a specialist must periodically return to the system of additional professional education in order to update his knowledge and acquire new skills and abilities.

The main criterion for the quality of additional education in the fashion and beauty industry should be the existence of a system that ensures its compliance with the changing needs of the industry and the formation of personality in all its manifestations, namely, it should be provided with an educational structure that unites the scientific staff of the university and leading industry practitioners. It is the system of additional professional education that should take on the role of an integrating, connecting link that ensures the interaction of organizations and enterprises in the real sector of the economy with the education system, in particular, in the field of forming professional standards, as well as in solving the problem of determining and correcting the content of professional educational programs in accordance with the needs of employers.

## References

1. A. Lašáková, et al., *International Journal of Educational Development* **55**, 69-79 (2017) <https://doi.org/10.1016/j.ijedudev.2017.06.002>

2. B. A. Bakar, *Tourism Management Perspectives* **34**, 100653 (2020) <https://doi.org/10.1016/j.tmp.2020.100653>
3. V. Ellis, A. Childs, *Teaching and Teacher Education* **77**, 277-28 (2019) <https://doi.org/10.1016/j.tate.2018.10.020>
4. A. M. Walder, *Studies in Educational Evaluation* **54**, 71-82 (2017) <https://doi.org/10.1016/j.stueduc.2016.11.001>
5. J. C.-C. Chow, C. Ren, B. Mathias, J. Liu, *Children and Youth Services Review* **101**, 217-224 (2019) <https://doi.org/10.1016/j.childyouth.2019.04.008>
6. N. C. Jackson, *Business Horizons* **62**, 761-772 (2019) <https://doi.org/10.1016/j.bushor.2019.08.002>
7. M.Keinänen, J. Ursin, K.Nissinen, *Studies in Educational Evaluation* **58**, 30-36 (2018) <https://doi.org/10.1016/j.stueduc.2018.05.007>
8. Z. Sh. Akbarova, *Bulletin of the Bashkir University* **16**, 1424-1428 (2011)
9. S. Sh. Kazdanyan, *Humanization of Education* **4**, 27-34 (2016)
10. N. Nagibina, N. Ippolitova, *General and Professional Education* **1**, 36-44 (2012)
11. I. K. Voitovich, *Bulletin of IzhGTU* **1(61)**, 159-162 (2014)
12. L. N. Kazmina, V. V. Provotorina, *Humanities and Socio-Economic Sciences* **1**, 153-157 (2015)
13. L. N. Kazmina, V. V. Provotorina, *Tourism and hospitality industry: current state and development prospects*, 122-126 (2016)
14. L. Kazmina, V. Makarenko, V. Provotorina, E. Shevchenko, *E3S Web of Conferences* **210**, 12002 (2020) <https://doi.org/10.1051/e3sconf/202021012002>
15. L. Kazmina, V. Provotorina, V. Makarenko, A. Petrenko, *E3S Web of Conferences* **210**, 12001 (2020) <https://doi.org/10.1051/e3sconf/202021012001>
16. L. N. Kazmina, V. S. Makarenko, V. V. Provotorina, T. N. Grigorenko, *International Journal of Economics and Business Administration* **7**, 510-520 (2019)
17. J. Qian, R. Law, X. Li, *Journal of Hospitality, Leisure, Sport & Tourism Education* **24**, 120-129 (2019) <https://doi.org/10.1016/j.jhlste.2019.02.003>
18. A. Petrenko, et al., *E3S Web of Conferences* **273**, 09005 (2021)
19. L. N. Kazmina, V.V. Provotorina, I. M. Komarnitsky, *Humanitarian and Socio-Economic Sciences* **3**, 87-91 (2022) DOI: 10.18522/1997-2377-2022-124-3-87-91
20. A. Ahani, M. Nilashi, O. Ibrahim, L. Sanzogni, S. Weaven, *International Journal of Hospitality Management* **80**, 52-77 (2019) [doi.org/10.1016/j.ijhm.2019.01.003](https://doi.org/10.1016/j.ijhm.2019.01.003)
21. A. Nagy, *Procedia - Social and Behavioral Sciences* **124**, 425-431 (2014) [doi.org/10.1016/j.sbspro.2014.02.504](https://doi.org/10.1016/j.sbspro.2014.02.504)
22. M. Nilashi, S. Samad, A. Ahani, et al., *Computers & Industrial Engineering* **158**, 107348 (2021) [doi.org/10.1016/j.cie.2021.107348](https://doi.org/10.1016/j.cie.2021.107348)
23. N. Zakaria, A. Vouyouka, W. S. Ruznan, *Digital manufacturing technology for sustainable anthropometric apparel. A volume in The Textile Institute Book Series*, 3-21 (2022) <https://doi.org/10.1016/B978-0-12-823969-8.00003-4>