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**MANAGING THE PUBLICITY CAPITAL OF MODERN  
EDUCATIONAL ORGANIZATIONS IN THE DIGITAL AGE**

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**Abstract**

The study considers the system of mass communication channels of the educational organization in the information and telecommunications network in general and social networks in particular and the urgent task of the university administration in this regard is to manage social and public communications initiated by the university and its affiliated structures. The authors attribute the information and communication support of the university's activities, its web presence to particular tasks of public relations, and the distributed nature of the management subject is considered the main characteristic of the management of the university's media communication. The authors believe that the urgent task is the task related to the field of communication management, namely, the consolidation of efforts of a distributed subject of management of university's media communication. Special types of capital – social capital and publicity capital – are considered in this study as an effect of systemic activity on management of university's media communication. Focused activity on the management of social and publicity capital of an educational organization in a new digital environment allows a systematic approach firstly, to the formation of corporate identity in the most important segments of the internal university community – among students, teachers and employees, secondly, to the formation of loyalty to the university in key segments of the external public – among parents of students, school students and school teachers, representatives of business and government. The management of the university's publicity capital ensures the systematic development of its intangible assets – image, brand, publicity, positive public opinion and reputation.

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*Keywords:* Public communication, mass communication, publicity, social capital, publicity capital, mediatization



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## 1. Introduction

Modern mass media (MM) actively form the information and social space of Russia. They are not only tools for transmitting social information, but also form a special reality – digital (virtual), thereby affecting the worldview of a modern person. Today, traditional media, certain corporations and entire states are represented on the network (this is called web presence).

The media space created by the electronic media is a special environment, where individual people, their communities receive a virtual dimension. Social networks have become an environment for the formation of identity at all levels – individual, corporate, and international.

Currently, the Internet in Russia actively competes with traditional media and develops ways and forms of presenting information that differs from the capabilities of traditional media. Traditional media are no longer able to ensure an adequate level of responsiveness and interactivity in media communication.

Transmedia, which replaced traditional and hypermedia (Goroshko, 2011), evolve in the most significant way and move to a new category of networks – “semantic networks” version 3.0 capable not only of transmitting information, but also of generating it.

After the euphoria of participation for the sake of participation (web 2.0), current networks (web 3.0) become a working tool for communication in various areas of society. Social networks serve as a platform for informal communication, help create fundamentally new media content, expand the interactive and gaming experience of “networking professionals”. Social media is a serious tool for finding employees and partners, is a key element for further development of communities and will soon be an integral tool for any activity.

Modern educational organizations that did not have a chance to get their own place among traditional media become a full-fledged subject of the media space using social networks.

## 2. Problem Statement

Modern social networks as tools of both public and mass communication are a universal communication simulator (Kennedy, 2019), which helps first of all students to master modern media space, create, host and promote their own media projects, learn to manage them, increasing their own publicity capital and the university as an intellectual organization.

Media projects in social networks initiated by the university and its affiliated structures appear to be the most important subject of media communication and a tool for managing the social and public types of capital of a modern university.

The issues of systematic and regular management of the media environment of a modern educational organization are particularly important.

## 3. Research Questions

Mediatization plays an important role in understanding modern transformational processes in the field of mass communication. At the same time, mediatization in this work means the formation of a new public digital environment using mass communication channels, virtualization and capture (imprinting) of

the social experience of a person, corporation, territory. It is the mediatization of public communication that determines the power and priority of mediareality (Lundy, 2014) and increasingly conquers the modern educational space (Ukhova et al., 2021).

Information channels multiply, intersect and self-organize, the result of this integration (and collaboration) is called by modern researchers in different ways: the infosphere, media sphere, media field, media environment, “fourth world”, media space. The latter Dzialoshinsky (2013) considers as a complex self-organizing system, “which, using direct and backward connections, affects the processes taking place within its borders” (p. 24).

The forms of Internet communities have changed many times, at the beginning there were chats and forums, blogs replaced them, then it was time for social networks: in 2003 the LinkedIn was launched, in 2004 – Facebook, in 2006 – Twitter, in 2011 – Google+, in 2013 – Telegram, in 2016 – TikTok, in 2020 – Clubhaus.

As one of the most important ontological characteristics of modern media space Shilina (2012) identifies textogenicity, which she considers as “a complex of anthropogenic and technical factors of creation, translation, exchange of public communication texts leading to the formation and functioning of new types of information carriers and generators in all spheres of life and influencing them” (p. 256). As Stepanov (2014) convincingly showed, in a modern post the author appears as a collective subject, and authorship consists of the presentation of the post and the reaction to it.

As a fundamental characteristic of modern media space, it is customary to consider a combination of traditional and new media. It is customary to include new media mainly posted on the Internet, and the following are recognized as their distinguishing features:

- unlimited media outreach;
- high speed of content delivery;
- unlimited amount of information;
- low cost of disseminating information;
- storing information in databases, thus allowing it to be reused.

Paying tribute to the special nature of new media, some researchers call them transmedia, i.e. “new media yet having no stable opinion regarding the fact whether they can be considered the media. These include various social networks and Internet blogosphere services” (Goroshko, 2011, p. 27).

Transmedia changes the configuration of the media space, these changes Dzialoshinsky (2013) designated as follows:

- globalization, i.e. the ability to almost instantly go beyond industry, corporate, national media systems to other media spaces;
- virtualization due to the fact that information images of objects, persons and processes lose mirror connection with real images;
- sharp quantitative growth and complication of contacts; emergence of fundamentally new communication formats.

Within the framework of the St. Petersburg PR school, public relations are considered a unique tool for managing aggregate corporate public communication: “Public relations (PR) is a managerial

communication activity (a set of social practices) aimed at optimizing the interactions of a social subject with significant segments of the social environment – with its public” (Krivonosov et al., 2010, p. 194).

The scale of the main PR functions covers a wide range – from pedagogical and educational to social and managerial (Krivonosov et al., 2010):

1. pedagogical and educational – connected with certain professional and ethical standards in the professional community, with the formation of a corporate spirit;
2. methodological – develops an effective way of scientific knowledge of PR activity;
3. cognitive – describes the studied object, accumulates the obtained research material, ensures its systematization;
4. practical – creates PR technologies and ensures their implementation into practice;
5. predictive – develops scientifically based forecasts about trends in PR activity in the future;
6. social – contributes to improving mutual understanding between people, improving social relations;
7. managerial – is related to those social roles of this science that ensure the inclusion of its conclusions and recommendations in management practice.

The media, which circulate through new channels of public communication, today have special requirements: it should reflect facts in terms of their social significance and serves to communicate between people and achieve their goals due to social situation, all of which allow it to be considered as social information (Krivonosov et al., 2010).

In the new technological conditions of public communication, social information acquires the status of PR information, it is produced in the process of activity of a social subject (companies, organizations, persons – the basic subject of PR), is distributed on his own initiative, reflects significant facts of activity of this subject in an optimized selective way, is intended for a certain segment of the public and serves the purpose of forming an effective communication environment of this social subject (Krivonosov et al., 2010).

As a result of the circulation of social information through public communication channels, a new social phenomenon is formed – social capital, which, with other types of capitalization (human capital, cultural capital, civic capital, publicity capital), is related to the general idea of the important role of communication as a constant of economic, political and, of course, social development. One of the researchers of social capital defines this phenomenon as follows: The theory of social capital is, at heart, most straightforward. Its central thesis can be summed up in two words: relationships matter. By making connections with one another, and keeping them going over time, people are able to work together to achieve things that they either could not achieve by themselves, or could only achieve with great difficulty. People connect through a series of networks and they tend to share common values with other members of these networks; to the extent that these networks constitute a resource, they can be seen as forming a kind of capital (Field, 2008, p. 104).

Social capital is primarily a connection between people, it is this understanding that expresses the quintessential formula of social capital: “relationships matter”.

There are two forms of the social capital existence: the first is structural capital, which takes into account the institutional aspect of communication; the second is cognitive capital, which is an intentional aspect of communication (trust, relationships and values).

The central idea of social capital is that social networks are a valuable asset. Networks provide a basis for social cohesion because they enable people to cooperate with one another – and not just with people they know directly – for mutual advantage (Field, 2008).

With regard to social capital it should be noted that this concept is used in the work primarily as an explanatory principle necessary to describe not the product, but the purpose of communication on social networks in general (this refers to reconstruction and explaining the meaning of what is happening in communities), the new quality that does not coincide with either the public, or the image, or the brand in their traditional sense. In our opinion, it is the social capital that meets the qualitative characteristics that form communication in the conditions of modern Internet communication.

But Shishkina (2002) considers the result of public communication in the media space as a special type of capital – publicity capital: “The publicity capital is a special type of capital possessed by a market entity that functions in the space of public communication. This type of capital is incompatible with other types, but is largely derived from them. Publicity capital, like any other, is a social relationship related to property, and its essence is associated with the spontaneous growth of value through the use of the consumer value enclosed in the property. The subject of ownership of publicity capital due to its market use is able to increase its economic power” (Shishkina, 2002, p. 46).

As a use value in the functioning of publicity capital, the researcher considers a number of intangible substances, for example, “reputation, positive public opinion, prestige and an attractive image in the eyes of the public, effective and profitable public discourse and, in general, positive public opinion” (Shishkina, 2002, p. 58). “Each of these substances, the researcher continues, and all of them together in market conditions have their own value equivalent and essentially function as values” (Shishkina, 2002, p. 125).

#### **4. Purpose of the Study**

Thus, a modern educational organization appears primarily as an independent subject of media communication and an intellectual organization that initiates its own communicative media space and manages it through new technological tools revealed with the development of social networks.

At the same time, the management of the information space of the educational organization in social networks has the following strategic tasks:

- to strengthen the social capital of the university and form a network of communities affiliated with the university as a social subject;
- to enhance the publicity capital and involvement of representatives of internal (students, teachers, university staff) and external target communities (professional communities and public organizations, school students and school teachers) in social and media projects of the university.

The tactical tasks of communication simulators include the following:

- creation of a media project team;

- development and management of media content through social networks;
- creation and promotion of media resources;
- media studies and mediametry.

There is still a block of operational tasks, which include the following:

- development of project media management principles;
- distribution of functions in a team (coordinator, correspondents, speechwriters, video editors, administrators);
- standardization of media product technology and its promotion.

The following are presented as results of active management of public communication on social networks:

- developed and intersecting network of university communities in social networks;
- numerous and permanent communities affiliated with the university;
- sustainable media content development and promotion system;
- steady growth of mediametric indicators of subscriber engagement.

## 5. Research Methods

The research methodology is based on the following general scientific methods.

First, the system approach allows considering research objects as an interconnected set of elements that contribute and affect the final result of object operation and use.

Second, the situational approach relies on a comprehensive study of the parameters of the managed object for a specific period, point of time.

Third, the abstract-logical method allows separating the studied phenomenon into constituent parts, a synthetic ascent from the distracted original source of the essence to the complex and multilateral specific form of the phenomenon.

Fourth, the probability-statistical method allows transferring the properties established by the results of the analysis of a particular sample to other samples, as well as to the entire so-called general population.

Fifth, the monographic method involves studying a single case; analysis of a single object considered as typical of a given class of phenomena.

Sixth, modeling is used as a method of studying the structure, basic properties, laws of development and interaction with the surrounding world of the modeling object.

Seventh, the typologization method is focused on the search for stable features and properties of the studied objects.

At the preparatory stage, the main specific scientific method is observation over the following:

- formation of working groups of media projects;
- distribution of the functionality of the participants of each media project (appointment of those responsible for the areas of activity, distribution by functional duties: coordinator, correspondents, speechwriters, video editors, administrators);
- creation of the media project schedule.

At the organizational stage – monitoring:

- development and promotion of a corporate style (a set of verbal and visual-graphic constants ensuring the unity of perception of the media product);
- creation of communities in social networks;
- coverage of the university public events in accordance with the schedule;
- processing of information materials;
- placement of media content in communities;
- promotion of media content in affiliated communities;
- systematization of the placement and promotion of media content in communities.

At the final (evaluative) stage, the following methods are supposed to be used:

- monitoring of the project media presence;
- mediometry and description of the project media picture.

## 6. Findings

The International Academy of Business and New Technologies (MABNT) was founded in 1992 and is the first non-profit educational organization in the Yaroslavl region (Ivanov & Stepanov, 2017). The new digital reality poses urgent managerial tasks for the university.

The media sphere of the MABNT Academy includes developed information and educational system, including a site and accounts on social networks, in addition, accounts of structures affiliated with the university. This allows considering the university as an independent subject of media communication and an active participant in the digital media space.

The system of mass communication channels (MCC) of the university sets the current task of managing its media space in general and media communication in particular. The relationship between the organizational structure of the university and the structure of its media sphere refers to independent objects of study. The management of media communication of the MABNT Academy is dispersed in different structural divisions and is distributed.

The issues of distributed management of media communication of the university are regularly considered at the rectorate's meetings headed by the rector and are discussed at the meetings of the board of trustees under the leadership of the president of the academy.

The information support of the university site and accounts in social networks refers to the responsibility of the marketing department of the university, which manages the title communities of the university, for example: academy website (<https://mubint.ru/>), accounts on social networks – Facebook ([www.facebook.com/academymubint](http://www.facebook.com/academymubint), 2174 subscribers), VKontakte ([https://vk.com/academy\\_mubint](https://vk.com/academy_mubint), 3592 subscribers), Odnoklassniki (<https://ok.ru/academymubint>, 227 subscribers), Instagram ([https://www.instagram.com/academy\\_mubint](https://www.instagram.com/academy_mubint), 990 subscribers), MABNT Academy. Kostroma (Correspondence training) in VKontakte ([https://vk.com/kf\\_mubint](https://vk.com/kf_mubint), 947 subscribers), MABNT Academy. Vologda in VKontakte (<https://vk.com/mubint.vologda>, 420 subscribers), “I choose the MABNT Academy!” in VKontakte (<https://vk.com/vibiraymubint>, 31 subscribers), “I choose the MABNT Academy!” in Facebook (<https://www.facebook.com/moyvibormubint>, 57 subscribers).

Some student's MCC are affiliated with the office of the vice-rector for humanities and academic affairs, for example: accounts of the Union of Students of the MABNT Academy in such social networks

as VKontakte (<https://vk.com/sstmubint>, 569 subscribers), Instagram ([www.instagram.com/sst\\_mubint](http://www.instagram.com/sst_mubint), 410 subscribers), volunteer direction of the MABNT Union of Students in VKontakte ([https://vk.com/volonter\\_mubint](https://vk.com/volonter_mubint), 122 subscribers).

The accounts of the Department of Additional Education are structurally connected with the vice-rector for academic affairs, for example: Additional Education of the MABNT Academy in Facebook (<https://www.facebook.com/dpomubint/>, 116 subscribers), VKontakte (<https://vk.com/dpomubint>, 30 subscribers), Instagram ([https://www.instagram.com/dpo\\_mubint/](https://www.instagram.com/dpo_mubint/), 55 subscribers).

A number of communities in various social media are affiliated with the vice-rector for knowledge management and the head of the department of mass communications, for example: the account of the Department of Mass Communications of the MABNT Academy in Facebook (<https://www.facebook.com/MassCommMUBiNT>, 522 subscribers); accounts of the Cultural and Educational Center named after Ivan Dmitrevsky in VKontakte (<https://vk.com/kocim.ivandmitrevsky>), Facebook (<https://www.facebook.com/koc.im.ivandmitrevsky>, 23 subscribers), Instagram ([https://www.instagram.com/koc\\_yar](https://www.instagram.com/koc_yar), 43 subscribers); accounts of the MABNT Academy media laboratory in VKontakte (<https://vk.com/mlabm>, 197 subscribers), Facebook (<https://www.facebook.com/groups/mlabm>, 328 subscribers), Instagram (<https://www.instagram.com/medialabmubint/>, 59 subscribers); account of the international scientific conference “Russia in the Period of Transformation” in Facebook (<https://www.facebook.com/groups/1679253618986214/>, 92 participants); account of the student week of the national prize in the development of public relations “Silver Archer” in Facebook (<https://www.facebook.com/groups/1160297740706408/>, 148 participants).

The Rybinsk College and the Vologda branch of the university independently manage their own accounts on social networks VKontakte (<https://vk.com/rkmubint>, 708 subscribers), Instagram ([https://www.instagram.com/mubint\\_vologda/](https://www.instagram.com/mubint_vologda/), 59 subscribers).

The problems of media content revolve around topics traditional for the university: education, science, leisure, socially significant projects, culture and health. The aggregate geography of the media sphere covers several countries and subjects of the Russian Federation.

Segmentation of internal and external segments of the public, being the addressee of targeted public communication in social media, allows distinguishing the following groups and describing their expectations from the use of communities.

First, social networks as a communicative simulator make it possible for students:

- to put into practice knowledge, abilities and skills acquired at the university;
- to improve and consolidate primary professional competencies and media project management skills;
- to test the studied algorithms and schemes of media management and technologies of information product creation and promotion.

Second, social networks help teachers and employees of an educational organization in the following ways:

- to strengthen corporate values, loyalty and identity, social capital of the educational organization;

- to develop the system of channels of public and mass communication of the educational organization;
- to implement and test the training algorithms and schemes of media management and technologies of information product creation and promotion;
- to systematize and consolidate educational organization communities in social networks.

Third, for traditional media, social networks offer the following:

- new informational reasons from the field of education, examples of social activity of students and teachers;
- monitoring of regional media space, labor market, volume and level of professional competencies of trainees.

Fourth, from the point of view of business and public organizations, social networks ensure the following:

- regularly monitor the regional communication and media space, labor market, volume and level of professional competencies of students in the educational organization.

Fifth, for schoolchildren, social networks serve as the following:

- navigator in the educational environment of the region;
- tool to build the loyalty of school students to university media projects;
- instrument of involvement in the media community of the university in the future admission.

Sixth, for the authorities, social networks provide:

- monitoring of the system of public and mass communication channels within the regional media space;
- partnership with educational organizations in the information environment;
- strengthening of civil society and formation of civic position of the representatives of the younger generation.

The communication media strategy of the university is based on the principle of organizing, conducting and accompanying public corporate and social events (media projects).

The technological capabilities offered by the information and communication network in general and social networks in particular make it possible to focus on interactive media technologies in order to ensure a dialogue and interactive communication, to form a controlled emotional field, to motivate subscribers to write and publish comments and to disseminate (share) presentations of posts.

## 7. Conclusion

To a great extent, the revolutionary development of modern digital technologies turns an educational organization into an independent subject of media communication and a basic subject of public relations.

The developed system of mass communication channels of the university and, more broadly, information and communication technologies in general and social networks in particular pose an urgent task for the university administration to manage social and public communications initiated by the university and its affiliated structures and distributed through mass communication channels.

The information and communication support of the university's activities, its presence in the information and telecommunications network (web presence) belong to the substantive tasks of public relations and are of a distributed nature, while the distributed subject of media communication management represents different structural divisions of the university.

The task related to the field of communication management, namely, consolidation of the efforts of the distributed subject of management of media communications of the university, seems to be quite relevant.

Modern technologies define the format of social information about the life of the university, students, teachers and employees initiated by the university and circulating through mass communication channels and form an extensive media space of the university primarily as a communicative space designed to communicate with the segments of its public that are significant for the university. The effect of systemic activities in the management of media communication of the university includes special types of capital – social and publicity capital, which is a social relationship related to property, and their essence is associated with the spontaneous growth of value through the use of consumer value enclosed in the property.

Focused activity on the management of social and publicity capital of an educational organization in a new digital environment allows a systematic approach firstly, to the formation of corporate identity in the most important segments of the internal university community – among students, teachers and employees, secondly, to the formation of loyalty to the university in key segments of the external public – among parents of students, school students and school teachers, representatives of business and government. The management of the university's publicity capital ensures the systematic development of its intangible assets – image, brand, publicity, positive public opinion and reputation.

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