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ANALYSIS OF THE MODERN RUSSIAN MARKET OF EDUCATIONAL SERVICES: CHALLENGES AND DEVELOPMENT TRENDS

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Abstract

The article has been devoted to analyzing some problems related to the Russian market of educational services functioning in the context of the rapid development of digital technologies, digitalization of the economy, education and society. This actualizes the issue of training highly qualified personnel, whose activities should comply with new requirements of the digital civilization, as well as new challenges and risks. The aim of the article has been to study the transformation of areas, peculiarities of providing educational services, educational technologies, and competencies in the main educational programs of higher education in the modern Russia in the context of digital realities, as well as to develop some solutions for updating the educational services market, improving the quality of education, and erudition of the society. Websites of the largest higher educational establishments of the country, including those located in the Orenburg region, have been analytically monitored for identifying the focus of educational programs and services on the consumer needs and preferences. The authors have come to the conclusion that it is necessary for all specialists, including humanitarians, to acquire digital competence.

Keywords

Educational services – Market of educational services – Higher education – Specialties in demand

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Introduction

The relevance of the article is substantiated by the fact that in the modern conditions the geopolitical situation and the growing competition of countries in the area of high technologies put the following on the order of the day: the issue on training highly qualified personnel, the analysis of the educational services market, trends in its development, as well as the compliance of educational programs with the country's current needs and world standards. The dynamism of sociopolitical processes, the rapid development of digital technologies, and the digitalization of the economy, education, and life in Russia mainstream the issue of improving the quality of education and erudition of the society, meeting the country's needs in the specialists who are capable to respond to new challenges and risks, which is impossible without changing the content, forms, methods, and technologies of the educational process, and improving the quality of educational services.

In the modern conditions, the high presence of a country or an educational establishment in the educational services market is one of the mechanisms ensuring its development. This is the most important indicator of competitiveness, investment attractiveness of both the country and the educational establishment, as well as the demand for educational programs. To a large extent, the relevance of the content of educational programs, the quality and cost of educational services determine the priorities for forming a dynamic, high-demand, and competitive educational system.

Methods

The methodological research instruments include the system approach, rating assessments, ranking method, survey, and comparative analysis. The study was based on the analysis of the websites of the universities in the Orenburg region. This also made it possible to apply the induction and generalization methods. The materials taken from publications on the theme under study and the results of sociological research were used. The websites of some higher educational establishments located in Russia and the Orenburg region providing the relevant information on educational programs and services were analyzed. This made it possible to make some conclusions on the development of the higher educational system in Russia, as a whole. The obtained data were presented as a diagram and a graph for the visual perception.

Results

The modern development of the Russian Federation and the world imposes new tasks when training highly qualified specialists who can work and be in demand in the digital civilization. In recent years, some states have increased their pressure on Russia through the sanctions policy, the intensification of Russophobia, and the Russian image discredit. This is related not only to the economy and its industries, but also to all segments of the country's life, including education.

The new industrial revolution, or *Industry 4.0,* as a consequence of the unprecedented round of the technological progress, will supersede people from production by robots and reduce the value of human labor.

As far back as in 2017 researchers from the Oxford University calculated that 47 % of all jobs in the USA could be partially or completely replaced by robots in the following 20

years[1]. According to the researchers, not only low-skilled workers will be released, which is natural in the digital economy, but highly qualified employees whose work will also be increasingly replaced by the artificial intelligence (AI) will suffer unemployment as well. Due to this, the labor market will face the situation of a simultaneous oversupply and a shortage of the labor force that is capable of adapting to the technological breakthrough. In the near future, there will be a tough competition among IT specialists. Many of them are already working in the system of "freelance".

According to the researchers and compilers of the *Atlas of Emerging Jobs* (Skolkovo), more than 50 blue-collar and intellectual professions along with accountants, credit managers, and statisticians will be on the verge of extinction by 2030[2].

The compilers of the *Atlas of Emerging Jobs* (Skolkovo) justly point out that today no profession is acquired for a lifetime, because the functional cycle of any profession is minimized. According to the experts, in the next 10 – 20 years about 50 % of the professions will disappear. In these conditions, it is obvious that it is not necessary to acquire a profession, but to form skills and competencies that will allow carrying out an activity and, if necessary, being capable of rapid retraining and moving from one professional segment to another. Scientific references analyze a wide range of problems existing today in the Russian higher education – from the necessity and complexity of introducing distance education and distance technologies to the *fathers' and children's* problem, a deep difference between thinking of students and teachers[3]. For most Russian higher educational establishments, including regional ones, humanitarian fields are still in high demand among applicants.

Meanwhile, analysts believe that diploma inflation in general will specifically affect humanitarian diplomas. Even today the world faces the dehumanization of life and the crisis of humanitarian higher education, which will intensify. Some researchers predict an unenviable fate for the humanities and humanitarian specialties. There is an opinion that "business is not interested in financing something that is not profitable. The leading American and British higher educational establishments have philosophy and history fields, but they are likely to play an advertising role and cannot compete with the main specialties. In the world of the future where states may be quite replaced by the system of gigapolis-enclaves controlled by corporations, the humanitarian education may totally disappear"[4]. In order to prevent this gloomy forecast from becoming a reality, not only technical, but also humanitarian fields need to adapt to digital conditions. The changes in the system of higher education that have begun quite recently do not comply with the practical needs, because Russia does not manage to catch up with the leading countries in terms of the development and increase in the intellectual property[5].

The educational services market will be analyzed based on the materials of the Orenburg region that can be classified as an outsider. However, it has some problems that are characteristic of the Russian state educational policy, as a whole. In many respects, the

[1] KasperskyLab. Retrieved from: http://kaspersky.vedomosti.ru/industrii/industry4
[2] Atlas novyh professiy. Brainstore. Retrieved from: http://atlas100.ru/
[3] O. V. Usacheva y K. M. Chernyakov, Otsenka gotovnosti vuzov k perekhodu k tsifrovoy obrazovatelnoy srede. Higher Education in Russia num 5 (2020): 53 – 62.
[4] E. V. Voevodina, "Stanovlenie rossiyskoy magistratury: kak realizuyutsya zaprosy tsifrovoy ekonomiki v obrazovatelnom protsesse", Digital Sociology num 3 (2019).
[5] V. A. Gutorov, "Obrazovaniye v sovremennom politiko-teoreticheskom diskurse (bibliograficheskiy obzor)", Polis. Political Studies num 3 (2019): 107 – 126.

Orenburg region lags behind other regions of the Volga Federal District (VFD) it belongs to. For example, in terms of the number of higher educational establishments, the region lags far behind other subjects of Russia. In 2018, in terms of most indicators of higher education, the region turned out to be a real outsider in the VFD and in Russia as a whole, in contrast to the leaders of the district – the Republic of Tatarstan, Bashkortostan, Samara, and Saratov regions[6]. In the region the number of specialists annually graduating from higher educational establishments is considerably fewer as compared to the neighboring regions. Graduates have almost no opportunities to continue their postgraduate education, to start training by educational programs of higher education – programs for training scientific and pedagogical personnel in graduate school and doctoral studies, which is adequately reflected in the figures that tend to decrease annually[7]. None of the higher educational establishments in the Orenburg region was included in the list of the best universities in the country. According to the statistics, the development indicators of this region also correlate with the low indicators of the Penza region[8]. According to the data of the national ecological rating of Russian regions, the Orenburg region sustainably holds place 78 of 80[9]. The rating includes environmental, industrial and environmental, and socioenvironmental indices. Therefore, the low ecological rating of the region among the subjects of the Russian Federation indicates not only the severity of environmental problems, but also the urgency of the problems on the quality of socioeconomic conditions of life, including education.

In recent years, higher education has become more accessible. About one third of young people have higher education[10]. Until recently, the number of people wishing to obtain education in the humanities has tended to increase, and the demand for technical specialists has declined. Some studies document the decrease in the total number of students and teachers[11]. In Russia, the demand for higher education is often not supported by the need for personnel. This trend was especially evident in the first decade of the 21st century. Today, a sharp increase in students is giving way to a decline. The researchers explain this by the fact that the social demand for education has given out, and sufficient economic conditions for its activation have not been created[12]. It is fair to say that reforms in higher education should aim at training specialists for high-tech production and creative qualified personnel who can work with complex equipment, find new solutions for the further socioeconomic development of the country[13].

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[6] A. N. Ksenofontova y A. V. Ledeneva, “Metodicheskie osnovy sovremennogo obrazovaniya”, Bulletin of the Orenburg State University Vol: 5 num 223 (2019): 40 – 45.

[7] L. G. Pak, “Razvitie kreativnosti obuchayushchikhsya v obrazovatelnoy organizatsii vysshego obrazovaniya”, Bulletin of the Orenburg State Pedagogical University Vol: 4 num 28 (2018): 311 – 323.

[8] L. V. Zubova y A. N. Girina, “Formirovanie psikhologicheskoy gotovnosti spetsialista k professionalnoy deyatelnosti”, Bulletin of the Orenburg State University Vol: 4 num 222 (2019): 134 – 138.

[9] K. Yu. Kazantsev y S. I. Chernykh, “Vyssheye obrazovaniye i nauka Rossii na rynke intellektualnoy sobstvennosti”, Higher Education in Russia num 12 (2019): 53 – 65.

[10] Natsionalnyi ekologicheskiy reyting. Green patrol. 2020. Retrieved from: https://greenpatrol.ru/ru/stranica-dlya-obshchego-reytinga/ekologicheskiy-reyting-subektov-rf?tid=395&order=field_soc_econom&sort=desc

[11] O. G. Pozdeeva y G. M. Quon, “Sovremennoye sostoyaniye i razvitie sistemy vysshego obrazovaniya v Rossii: kolichestvennyy aspect”, Bulletin of Economics, Law and Sociology num 3 (2019): 165 – 169.

[12] Natsionalnyi ekologicheskiy reyting. Green patrol…

[13] Atlas novyh professiy. Brainstore. Retrieved from: http://atlas100.ru/ y L. S. Klentak; A. S. Klentak; A. A. Zinovyeva y O. S. Adumyan, “Sravnitelnyy analiz nauchno-obrazovatelnogo potentsiala

In recent years, such fields of education as engineering, natural science, social and humanitarian, pedagogical, and medical have been the most popular among the applicants to capital and regional higher educational establishments[14].

Based on the needs of the Orenburg region (unfavorable environmental situation, agriculture as the basis of the economy), special attention is paid to improving the quality of educational services in the area of medicine and agriculture[15]. At the same time, nowadays the humanities are outsiders. Researchers correctly assess this trend as negative, because the increase in the amount of information engaging various areas of life requires their analysis, comprehension, and determination of development prospects, which is not included in top priority professional interests of specialists in technical and natural science profiles[16].

In the research part of the work, the websites of 16 higher educational institutions from the Orenburg region in the 2020 admission campaign were analyzed. There were five Orenburg higher educational establishments and two branches of one of them (OSU) out of 16 universities, and nine higher educational establishments were branches of universities from other regions. Five of them – Orenburg State University (OSU), Orenburg State Agrarian University (OSAU), Orenburg State Pedagogical University (OGPU), Orenburg State Medical University (OGMU), Leopold and Mstislav Rostropovich Orenburg State Institute of Arts – should be considered as the largest and leading universities in the region. These universities cover most of the fields of education and train most of the students. They specialize in the following fields of education: information, technical, aviation, natural sciences, argonomic, humanities, economic, pedagogical, medical, and theatrical.

The OSU is the largest university in the region. It has 11 faculties and three institutes. Students are trained to obtain both the most common and single-subject specialties. There are universities with a narrow range of specialties: the OSAU that trains specialists for agricultural industries (this is substantiated by the fact that this economic sector is the most common in the region), or the Leopold and Mstislav Rostropovich Orenburg State Institute of Arts training acting and vocality specialists (it replenishes the staff of local theaters), or the OGMU that provides the region with doctors and nurses. In general, the fields of education in the region correspond to the areas of the economic development in the region and cover a considerable range of specialties. Due to this scope, most applicants do not need to leave their native land, and local higher educational establishments are ready to provide an impressive list of specialties in accordance with the applicants' interests.

The analysis of the data provided on the websites of universities showed the multidisciplinary nature of the fields of study at the majority of the higher educational establishments. Due to this, it was important to analyze the individual fields of education of each higher educational establishment and classify them into eight specializations. Besides, in order to study the compliance of the fields of education with the requirements of the labor

Samarskoy oblasti i sosednikh regionov", Bulletin of the Samara Municipal Institute of Management num 4 (2018): 15 – 25.

[14] M. V. Seroshtan y N. P. Ketova, "Sovremennye rossiyskie universitety: pozitsionirovanie, trendy razvitiya, vozmozhnosti narashchivaniya konkurentnyh preimushchestv", Higher Education in Russia num 2 (2020): 32.

[15] M. V. Seroshtan y N. P. Ketova, "Sovremennye rossiyskie universitety… 29.

[16] E. V. Voevodina, "Stanovlenie rossiyskoy magistratury: kak realizuyutsya zaprosy tsifrovoy ekonomiki v obrazovatelnom protsesse", Digital Sociology num 3 (2019).: 23

market, the number of state-financed openings was analyzed for each of the eight specializations. Diagram 1 shows the research results.

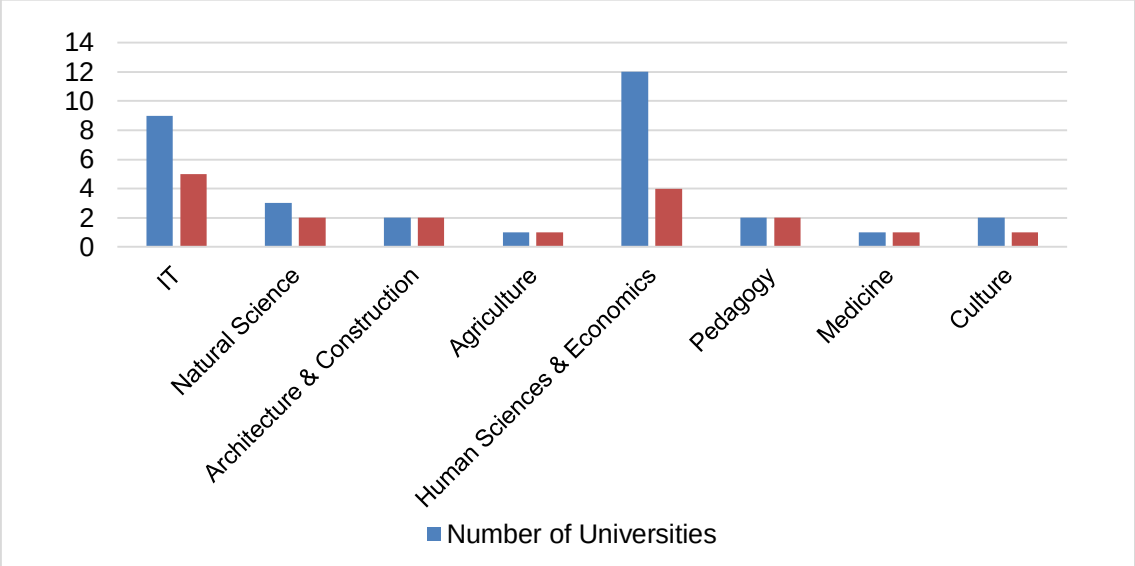


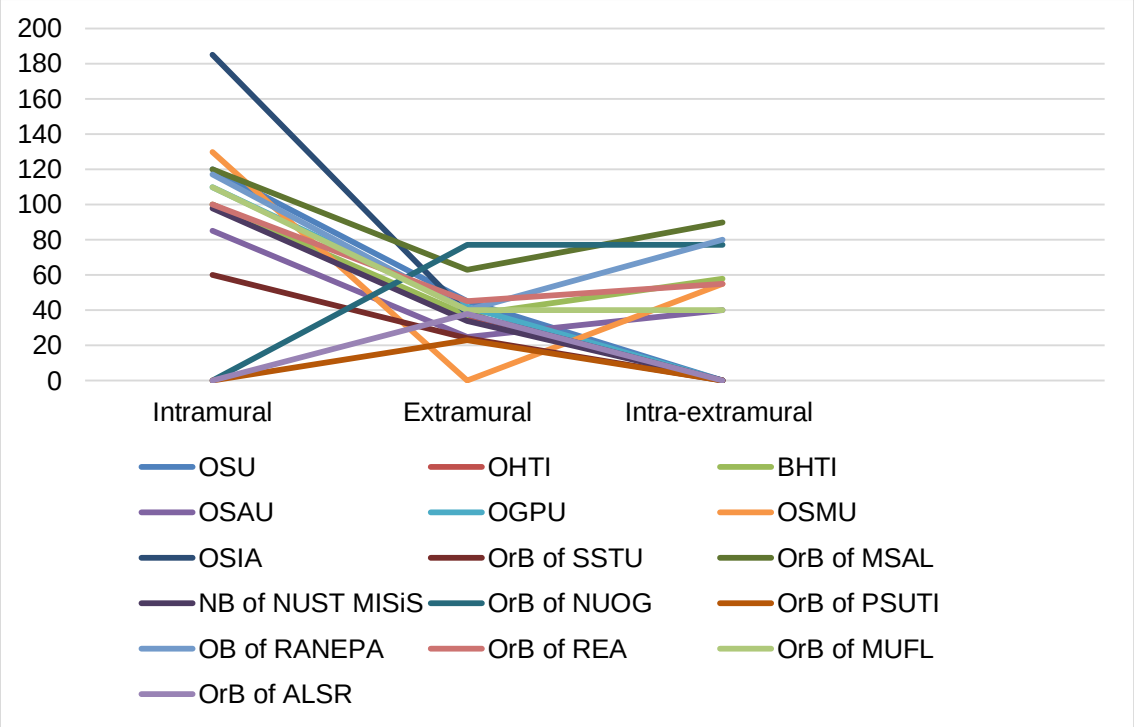
Diagram 1
Fields of Education and State-Financed Openings

According to the analysis, 12 out of 16 universities in the region have humanitarian and economic fields of students' education. Nine universities train specialists in information and technical fields. Considerably fewer universities have natural science, architecture and construction, pedagogical, and cultural fields of students' education.

Most of the state-financed openings are offered in information technology, humanitarian and economic, natural science, and architectural and construction fields. The number of state-financed openings in the humanitarian fields is limited, while the fee-paying education is unlimited. For example, at the OSAU there are almost no state-financed openings for obtaining bachelor's and master's degrees in such fields as economics, management, social work, and jurisprudence as compared to such specialties as agricultural engineering or technology of production and processing of agricultural products.

In order to identify the dynamics of distributing state-financed openings, the authors carried out a comparative analysis of the data for 2019 and 2020 at three large higher educational establishments: OSU, OSAU, and OSPU. It is necessary to note that these three universities have well-organized websites and keep the archives for the admission of applicants for the past years. According to the analysis, the number of state-financed openings increased at all universities. The number of specialties at the OSAU remained the same and the admission numbers increased slightly. The OSPU considerably increased the number of openings for pedagogical training of teachers of natural sciences, foreign languages, history and social studies, as well as preschool and school education. The number of specialties at the OSU also remained the same, but the number of state-financed openings in the Aerospace Institute, the Institute of Social and Humanitarian Innovations and Mass Media, in the faculties of applied mathematics and information technology, electric power, and law was considerably increased. The number of state-financed openings in the humanitarian and economic fields was reduced.

During the 2020 – 2021 admission campaign, state financing, primarily for regional higher educational establishments, was additionally increased. In the Orenburg region and other regional higher educational establishments, the humanitarian and economic fields of education remain predominantly in demand among applicants, and most branches of state and private higher educational establishments specialize in these fields. However, there is a shift in higher education towards training specialists in information technology and natural sciences, which complies with the needs of the digital society. This trend is reflected in the fact that in recent years several branches of humanities universities (Russian State University for the Humanities, Orenburg State Institute of Management (OSIM)) have been liquidated or reorganized in the region.



Graph 1
Average Tuition Fees, thousand rubles

Graph 1 shows the indicators of the average price for one year of study and forms of study. As for the forms of study, the most common ones are intramural and extramural forms. The intramural-extramural form of study is the least demanded in the region. The tuition fee for intramural study varies from RUB 185 to 60 thousand for the first year of study for bachelor's and master's programs. The tuition fee for the extramural form of study, as well as for the intramural-extramural one for the same period varies less and is about RUB 50 thousand. According to the comparative analysis, the tuition fee depends on the popularity and demand for the field of education. Thus, the highest tuition fee is demanded for theatrical, medical, informational, and technical specialties.

One of the acute problems causing debate in science is the quality of education. Many studies conclude that the level of training working personnel, including recent graduates, does not always comply with the modern requirements and the needs of the country in breakthrough technologies. In most cases, employers say that young specialists

lack practical skills[17]. Some researchers explain the problem of the decline in the quality of education by the demographic pitfall that makes higher educational establishments lower the admission score for applicants. In the future, this will have the impact on the decrease in the number of employed graduates by profession. Due to this, the reasonability of the transfer to the Bologna system is under question[18].

Other researchers believe that the quality of education is affected by the current socioeconomic situation in the country[19]. As a rule, the needs of the labor market are limited to a narrow range of specialties. Far from everyone wants to become a physicist or a developer. There are still many students who choose the humanities. However, the quality of education remains low, because students are aware of the problem related to the employment after graduation. Most assume that in the first years they will not be able to work according to their profession due to the employers' high requirements for candidates, the lack of practical skills and work experience, as well as the deficit of jobs.

There are suggestions about the need to use new educational technologies that were widely described, but are still not fully used. Most of the region's higher educational establishments continue maintaining the old teaching model that today, in the context of digitalization, the increasing role of additional education and self-education, is recognized as ineffective. It is necessary to improve the professional qualities of teachers[20]. The need to involve students from the very beginning of their training in research and projects was revealed[21],[22]. The improvement of the prestige of university teaching is also a necessary condition for the quality of educational services and education, in general. Today, the teacher's profession is widely considered as not prestigious. The problem of rejuvenation of the teaching staff becomes more and more urgent every year[23].

The problem of students' psychological readiness for professional activity, the availability of interdisciplinary skills, needs for self-control and self-education come to the fore in the matters of training and improving the quality of education[24]. These skills are actively developed in school today, but in higher education such methods and technologies are still introduced slowly.

Some researchers believe that the introduction of the principle of individuality in education will help to improve the quality of teaching. The individual trajectory of the

[17] A. E. Vorobyov; I. N. Alferov y A. K. Murzaeva, "Nauchno-issledovatelskie tekhnologii v sovremennom vysshem professionalnom obrazovanii", Bulletin of the Orenburg State University Vol: 1 num 213 (2018): 12 – 20.

[18] V. G. Gladkikh y T. I. Ishteryakova, "Vostrebovannost vypusknikov na regionalnom rynke truda kak pokazatel kachestva professionalnogo obrazovaniya", Bulletin of the Orenburg State University Vol: 5 num 217 (2018): 21 – 26.

[19] O. V. Vorobyova, "O problemah i perspektivah razvitiya gumanitarnyh nauk i gumanitarnogo obrazovaniya v Rossii", Higher Education in Russia num 11 (2019): 22 – 33.

[20] V. G. Gladkikh y T. I. Ishteryakova, "Vostrebovannost vypusknikov na regionalnom…

[21] Atlas novyh professiy. Brainstore. Retrieved from: http://atlas100.ru/

[22] L. S. Klentak; A. S. Klentak; A. A. Zinovyeva y O. S. Adumyan, "Sravnitelnyy analiz nauchno-obrazovatelnogo potentsiala Samarskoy oblasti i sosednikh regionov", Bulletin of the Samara Municipal Institute of Management num 4 (2018): 15-25.

[23] V. G. Gladkikh y T. I. Ishteryakova, "Vostrebovannost vypusknikov na regionalnom…

[24] E. V. Gryaznova; I. A. Treushnikov y S. M. Maltseva, "Trevozhnye tendentsii v sisteme rossiyskogo obrazovaniya: analiz mneniy uchenyh i pedagogov", Prospects for Science and Education Vol: 2 num 38 (2019): 47 – 57.

educational process approved by the employer is implemented in Russia only at large Moscow universities[25]. Therefore, today in education, especially pedagogical, the problems of taking into account the psychological characteristics of students come to the fore[26].

Orenburg higher educational establishments also do their best to improve the quality of education. They regularly perform activities to help students find a job. Higher educational establishments cooperate with enterprises of the region and neighboring regions, as well as with business structures on the issues of students' internships and obtaining practical skills. The latter is a difficult task for most regional higher educational establishments in Russia[27]. Students of Orenburg universities have a positive opinion about the quality of education. The students' assessment is a true indicator of the performance of universities.

According to the information from their websites, most universities in the Orenburg region have additional education organized both for students and senior schoolchildren and adults. In some universities, for example, in the OGSU, the cost of such courses starts from RUB 17 thousand, while in other higher educational establishments, for example, in OSU, it is free. In order to improve the teachers' qualifications, the OSU, the largest Orenburg higher educational establishment, founded the faculty of teachers' advanced training. Its activity focuses on teachers of this university, other higher educational establishments of the region, and colleges. Every year the list of fields for advanced training increases and includes modern innovative information and methods. According to the websites of state and private higher educational establishments, teachers take advanced training courses, and young specialists (including masters) are invited to work.

In the context of the coronavirus, the problem of distance learning while maintaining the quality of education came to the fore. Until the spring of 2020, distance education had been rather rare and few teachers or students had used such opportunities. However, after the end of the self-isolation regime, distance education should become the common reality and an opportunity for advanced training in a more convenient form for inaccessible places. The period of self-isolation showed that distance learning could to a great extent replace traditional education for many specialties, especially humanitarian. This opens up new opportunities for higher education.

Since the mid-1990s, there have been suggestions that the Internet will completely change the educational system. There will be new opportunities that adequately reflect the demands of globalization, and the education will be fully accessible due to the Internet[28]. Researchers note that the lag in this area may result in the transition of students to Russian private or foreign educational platforms that provide high-quality distance education[29]. The analysis of some universities in the country showed that many higher educational establishments had the potential for the transition to a digital educational environment.

[25] V. F. Pugach, "Massovoe vysshee obrazovanie v Rossii: osobennosti dinamiki", Higher Education in Russia num 2 (2020): 74 – 82.
[26] E. V. Romanov, "Trendy razvitiya vysshego obrazovaniya v kontekste sozdaniya sistemy podgotovki i professionalnogo rosta nauchnyh i nauchno-pedagogicheskih kadrov", Prospects for Science and Education Vol: 5 num 35 (2018): 33 – 43.
[27] V. A. Gutorov, "Obrazovaniye v sovremennom politiko-teoreticheskom diskurse (bibliograficheskiy obzor)", Polis. Political Studies num 3 (2019): 107 – 126.
[28] A. N. Gostev; N. I. Kobzeva y O. A. Ivanova, "Pedagogicheskiye konfliktogeny elektronnogo obucheniya v kontekste sotsiologicheskogo issledovaniya", Bulletin of the Orenburg State University Vol: 5 num 205 (2017): 3 – 14.
[29] V. F. Pugach, "Massovoe vysshee obrazovanie v Rossii…

This process considerably intensified during the pandemic[30]. The introduction of digital learning is associated with the hopes imposed on it to eliminate many current educational problems. For example, some researchers talk about improving the quality of education and teachers' qualification that is far from perfect in many cases[31].

During the coronavirus period, all educational establishments, including universities in the Orenburg region had to move to distance learning. At the same time, students confirm that before the self-isolation regime, distance learning was not practiced at their universities, which is stated on the universities' websites. To some extent, it was used only in large higher educational establishments, e.g., in the OGMU, where it was possible to obtain intramural education by using distance learning. This partly indicates that Russia does not fully use large opportunities of digital education.

The region needs to train modern personnel for the province, because most of the universities are in Orenburg, the administrative center. Only three out of 14 universities are located in three large cities except for Orenburg: in Orsk – the Orsk Humanitarian and Technological Institute (an OSU branch) and the Orsk branch of the Moscow University of Finance and Law, in Novotroitsk – the Novotroitsk branch of the National University of Science and Technology "MISiS", and in Buzuluk – the Buzuluk Humanitarian and Technological Institute (an OSU branch). According to the study, only four out of 12 cities in the region have higher education establishments. It is necessary to note that in the Orenburg region there are branches of higher educational establishments from other regions: two branches of Samara higher educational establishments, and seven branches of Moscow universities. It would be possible to efficiently solve the problem of training personnel for the province by using distance learning organized by teachers of higher educational establishments of the region.

Discussion

The analysis of the market of educational services provided by 16 higher educational establishments in the Orenburg region made it possible to draw the following conclusions. Nowadays many higher educational establishments are actively refocusing on technical, informational, and natural science fields of education, which is more peculiar of state higher educational establishments. Private universities continue to specialize in humanitarian and economic fields. The revealed trend that reflects the situation of the demand and popularization of technical and natural science fields of education, in general, in Russia, proves that higher educational establishments turn towards training personnel for the digital economy.

In the context of the rapid development of digital technologies, robotics, AI, new digital professions, the professional environment cannot remain static. It will constantly transform and reveal new undeveloped gaps. Therefore, the ability to set and solve problems under the uncertainty rather than a profession will be in demand in the near future. This makes it necessary to improve the digital literacy of specialists in any area. Therefore, specialists in the social and humanitarian area should also have digital competencies.

[30] V. F. Pugach, "Massovoe vysshee obrazovanie…

[31] O. V. Vorobyova, "O problemah i perspektivah razvitiya gumanitarnyh nauk i gumanitarnogo obrazovaniya v Rossii", Higher Education in Russia num 11 (2019): 22 – 33.

Russian higher educational establishments constantly discuss the problem on the quality of education, and work at solving implement this task. However, this process often lags behind the needs of the time. Many studies conclude that today the quality of education is developing between two vectors: the turn of learning towards the interests and needs of students and the improvement of the teachers' educational skills. This is only partially true. Today it is necessary to change the educational paradigm, and to move to a complex (integral) educational paradigm. Within this paradigm, the learning process should be focused not on the development of highly specialized skills, but it should aim at forming skills and competencies demanded by various industries. Employers enumerate the following competencies that will enable a person to develop a trajectory of his or her own professional development, career growth, and life path. Project management, environmental and systems thinking, work under uncertainty, robotics, AI, multilingualism, focus on customer, lean manufacturing, and other competencies will help to maintain professional flexibility and human demand in the labor market.

Higher educational establishments must develop and offer unique educational services, specialties and specializations. Artificial Intelligence in the Humanities, Business PR and Advertising, Business Management in the Digital Economy, Sports Law, Smart City Management, Digital Linguist, Multimedia Journalism, etc. are offered today by the Lomonosov Moscow State University, RANEPA, Higher School of Economics, Russian State University for the Humanities and other higher educational establishments of the capital. Higher educational establishments of the Orenburg and other regions should expand the range of educational programs and update their content and titles in accordance with the needs of the digital economy. Fields of education in higher educational establishments of the region generally comply with the needs of the labor market and cover rather many professions. However, the number of students is growing very slowly, and the number of state-financed openings is limited in most fields, which makes applicants leave the region or enter less interesting specialties. A strong focus of higher educational establishments in the administrative center of the region is also a negative trend, which prevents the region from developing evenly.

The inevitable actualization of distance education in Russia and the world, the transition to the distance form of Russian higher educational establishments in the very near future will considerably reduce the cost of training a specialist, which will decrease tuition fees. Due to this, applicants will focus not only and not so much on the brand of the higher educational establishment, but on the opportunity to obtain high-quality and affordable education. The forced transition of higher educational establishment and schools to distance learning in the extreme conditions of the 2020 pandemic revealed advantages and disadvantages of this form of education whose demand will increase as digital technologies are further introduced into the everyday life of the Russians. This segment of the educational market has not yet been fully covered, and the competition of higher educational establishments for the presence in it will intensify. Additional education should also meet the employers' new demands. Its primary task is not only to deepen skills and competencies in the future profession or to realize a hobby, but also to change the trajectory of professional activity, and to get additional opportunities for a new working career. This will allow forming a strategy for the development of additional education, based on the students' demands. Numerous surveys reveal the following fields where students would like to deepen and expand their knowledge and competencies: web design, computer modeling, art design, 3d visualization, theater and film actor, language learning (mostly Chinese, Korean, and English), as well as English and its professional specifics in the field of medicine, translation, and pedagogy, as well as Russian as a foreign language.

IT (programming, computer science, and computing), journalism, law, and psychology are also popular in additional education. Additional education is still a poorly mastered format of providing educational services.

Conclusion

Thus, higher educational establishments should intensify the development of new educational programs. When mastering them, students will be able to acquire an expanded range of competencies demanded in the digital economy, digitalization of life, and personal space. Changes in the educational paradigm, the introduction of digital pedagogy in training specialists in any area will allow them to form a set of competencies that help to be flexible in the labor market and change their professional and personal trajectory of development without high social costs. Training of specialists in both technical and humanitarian fields should be organically related to the development of the ability to adapt to changing terms and conditions, work with various information resources and technologies, apply the basic methods, techniques and means of obtaining, storing, searching, systemizing, processing, and transmitting information, and develop a need to continuous education and self-education. The analysis has showed the focus of state higher educational establishments towards training specialists in technical, informational, and natural science fields, with the maintaining demand for the social and humanitarian education, and the dominance of this area in private higher educational establishments. According to the research, the quality of educational services in the Orenburg region lags behind the needs of the digital economy. Before the self-isolation regime, distance learning was not used in higher educational establishments of the Orenburg region as part of education. The forced conditions have contributed to the wide introduction of digital technologies in provincial higher educational establishments.

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