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PROSPECTS FOR DEVELOPMENT OF HIGHER EDUCATION IN RUSSIA

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Abstract

This article discusses the prospects for development of higher education in the Russian Federation. It has been revealed that the role and importance of intergovernmental agreements and contracts with higher schools are increasing. The Bologna Charter put forward competitiveness in education through a set of international ratings. It has been determined that the transfer of competition to the education sphere is ambiguously estimated by the subjects of educational activity. It has been proved that the challenges of globalization motivate differentiation of higher schools in terms of competitiveness criteria. It has been established that higher school in the era of significant challenges is designated to be a center for development of technologies and personnel, a real locomotive for industries and regions, should promote development of intellectual environment resistant against crisis trends in global world. It has been determined that in the ideal case, a modern university implies job training on the basis of standard or individual specification of trends and profiles, mutual scientific studies and developments, as well as their implementation on request.

Keywords

Higher education – Competitiveness – Profession – University – Intelligent environment

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Introduction

Recently, the globalization after sudden penetration into routine lifestyle turned out into a puzzle: symbiosis of chances, challenges, and threats. In this triad, the challenges are the most complicated due to their unpredictability and variability. In this regard the European educational community responded to the challenges to higher education with the Bologna Charter, declaration of multivector cooperation with ambitious objectives. In this case the demands of initiators are simplified, harmonization of higher school activity is similar to receding horizon while moving, and the reformation is accompanied by numerous discussions following intricate route, that is, painfully and with protest campaigns.

Nevertheless, the leading trends of education reformation were coordinated. Russia also shares these trends. Firstly, searching for optimum ratio between education as value and education as competence. Consensus is difficult due to mismatching or even polar interpretation of role and place of each member of duumvirate.

Secondly, continuous education, starting from kindergarten to university and further for overall working life. In this case the main problems are infrastructure, network and finances of postgraduate education institution with consideration for demands for educational services.

Thirdly, demands for graduates of schools, colleges, higher schools and other educational entities in Russia and abroad. Therefore, the issues of working career and social lift meet such stringent filters as knowledge of foreign languages, digital professional competence, ability to communicate in foreign environment and to work in team. This can be supplemented by specificity of foreign universities. Peculiar and unique features are also characteristic for Russian top higher schools. The aspects related with the development of higher education were considered by Kilinkarov¹, Koksharov², Kruglova³, Kutaev⁴, Murav'ev⁵, Santotskaya⁶, and others. Herewith, at present there are no distinct determinants of development of educational systems in Russia under conditions of digitalization.

Methods

Theoretical and methodological basis of the studies is comprised of abstract-logical method, induction, deduction, analysis, synthesis, systematization in order to substantiate

¹ V. V. Kilinkarov, "Gosudarstvenno-chastnoe partnerstvo v sfere vysshego obrazovaniya i nauki v Rossii", Vestnik Sankt-Peterburgskogo universiteta. Pravo Vol: 10 num 2 (2019): 210-225.

² V. A. Koksharov, G.A. Agarkov, A.D. Sushchenko, "Novoe neravenstvo v dokhodakh vypusknikov vuzov: regional'nyi aspekt", Ekonomika regiona Vol: 15 num 2 (2019): 337-349.

³ N. R. Kruglova, "Metodologicheskie podkhody upravleniya kachestvom vysshego obrazovaniya v retrospektive sotsial'no-ekonomicheskikh preobrazovaniy v Rossii", Professional'noe obrazovanie v sovremennom mire Vol: 9 num 3 (2019): 3019-3026.

⁴ Sh. K. Kutaev, A. I. Beksultanova, A. I. Beksultanova, "Gosudarstvennaya politika v sfere obrazovaniya: problemy i perspektivy", FGU Science Vol: 2 num 14 (2019): 115-121.

⁵ I. A. Murav'ev, "Konstitutsionalizm i prosveshchenie", Evraziiskii yuridicheskii zhurnal Vol: 11 num 138 (2019): 96-102.

⁶ K. E. Santotskaya, "Evolutsiya idei universiteta", Vektory blagopoluchiya: ekonomika i sotsium Vol: 1 num 36 (2020): 72-86.

approaches to development of higher education; graphical approach in order to analyze the level and trends of variation of educational systems under conditions of social instability.

The information base of the articles is comprised of statistic data of governmental agencies, legislative and regulatory documents governing social and economic consequences of development of educational systems, as well as the available scientific findings⁷.

In the course of the studies it is planned to systemize the features of education development, to develop measures for coordination of activity among the main participants in the educational process, to determine its individual features under conditions of informatization and integration.

Results

The studies evidence that the new wave of challenges for world order in total and educational sphere in particular was initiated by system crisis of globalization, which also affected Russia. This resulted in a new stage with emphasizing education as a national project. This stage means structural–institutional transformation. At the same time, transformation assumes reforms, including unpopular ones. Hence, new trends can be highlighted in Russian society.

1. Ambiguity of the present and unpredictability of the future. Negativism factors are numerous. Insufficient rates of economic growth and personal available (actual with accounting for inflation) incomes of people. The generation of learners and employees does not always take initiative, ability to risk and responsibility for their actions.

2. Confrontation of global leaders, political systems and models, civilizations. Russian science can include the consequences of discontent in minds and actions.

3. Digitalization of society (a satellite of Industry 4.0) is inherently dualistic and contradictive in consequences. Digitalization enhances the information of students, however, it also contains the potential of self-education contrary to provisions of state national education system.

It has been demonstrated in practice that the most significant achievements of Industry 4.0 are impersonated by: a) complicated goods with high processing rate and added value, and b) digitalization. These achievements are based on close integration of education, science, and economy, which resulted in origination and strengthening of demand for university model. This growing trend of global status is supported in Russia by leading universities, firstly by candidates for top 5/100, organization of R&D universities.

⁷ Ek. V. Agamirova, El. V. Agamirova, O. Ye. Lebedeva, K. A. Lebedev, S. V. Ilkevich, "Methodology of estimation of quality of tourist product", *Quality - Access to Success* Vol: 18 num 157 (2017): 82-84; A. V. Kosevich; N. G. Novikova; V. I. Gladkikh; P. N. Sharonin y M. A. Smirnov, "Improving Economic and Legal Regulation in the Tourism Sector", *Journal of Environmental Management and Tourism* Vol: 9 num 4(44) (2020): 979 – 984 y N. A. Zavalko; V. O. Kozhina; A. G. Zhakevich; O. E. Matyunina y O. Ye. Lebedeva, "Methodical approaches to rating the quality of financial control at the enterprise", *Quality - Access to Success* Vol: 18 num 161 (2017): 69-72.

The actions of governmental authorities in Russia aim at achievement of certain goals: 1) entering of Russian higher schools into top ten in terms of education quality; 2) upbringing of harmonically developed and socially responsible personality on the basis of fundamentalization, individualization, humanization, and informatization (Fig. 1).

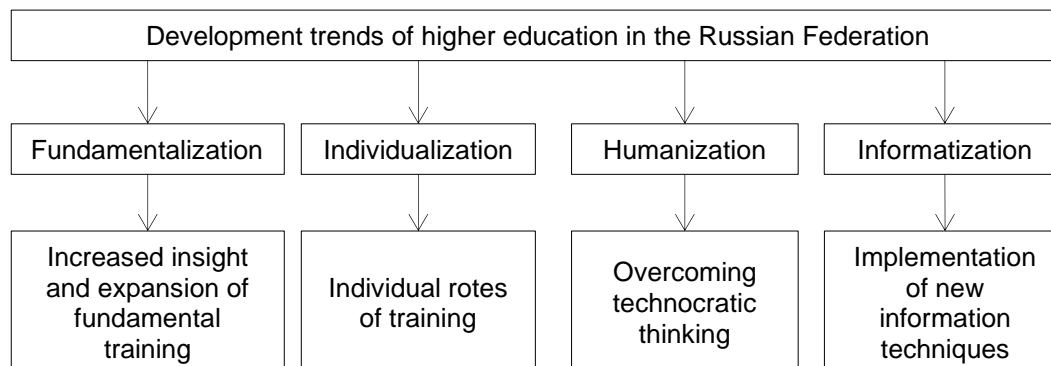


Figure 1

Development trends of higher education in Russia.

Innovative institution, Scientific and Educational Center, is incorporated into the national project, Education, it is located in macro-regions and combines science and education for all people irrespective of age. At the same time, the system crisis of globalization is accompanied by penetration of uncertainty into economy and relations of power, education and science. In this case, it is required to orient at the strategy of hypothesis and scenarios, to avoid quantitative indicators, to arrange crossflow of resources, to diversify economy, to hedge risks, to search for breakthrough technologies. Governmental authorities are obliged to calm business and population: current, medium-term and long-term measures are accepted.

The same trend should be followed by scientists and teachers in classrooms, at trainees' workplaces. Therefore, self-initiative of students is an important guarantee of professional training regarding future problems, shocks, and increased risks. However, uncertainty also means refusal from stereotypes about eternity of profession and learning trends.

In addition, higher school in the era of significant challenges should be a center of development of technologies and personnel, a real locomotive for industries and regions, should promote development of intellectual environment resistant against crisis trends in global world. Therefore, modern university in ideal case implies organic unity of: a) job training on the basis of standard or individual specification of trends and profiles; b) mutual scientific studies and developments (hereinafter, R&D projects), c) their implementation on requests of government and customers.

Administrators insist on self-identification with the status of higher school: 1) business enterprise; 2) public entity; 3) hybrid artifact. The differences between them are significant. Public entity (higher school) is partially self-supporting, proactive in promoting its educational services and R&D projects, maintains and improves its competitiveness (new request of time). Alas, leaders and outsiders coexist in environment of Russian higher schools.

This leads to inevitable, due to objective reasons and subjective circumstances, differentiation of higher schools in terms of old and new criteria of efficiency.

However, digitalization of education and science is not definitely positive as it might seem at first glance. It is similar to segments with autonomous routes of motion without approaching closed geometrical figure. Multivector pattern of digitalization is fact, enigma, uncertainty. In this case, vast amounts of information are available online (free and for moderate fee) to all participants in educational process starting from primary school to university and etc.

A student, a trainee, similarly to teachers and employers, can jointly and separately master the achievements of global science and practice in any sphere of knowledge. Hence, the digitalization of education and science would require for development and implementation of information and communication technologies at qualitatively new stage with analysis of opportunities and constraints of blockchain at all levels of education, that is, beyond amateur skills and habits.

In this case, professional standards should include clear competences with regard to digitalization. However, internet environment is filled with information junk, traumatizes mentality of users, reduces to zero efforts of teachers, generates complaints in minds and actions of people. At the same time, we believe that digitalization can initiate, on the one hand, reasonable codification of law and, on the other hand, to arm the bureaucracy. Digitalization can be inefficient, protecting officials against direct communication with claimant.

The studies evidence that the challenges in education overlap each other. We assume that the critical bulk of unsolved problems is reached, promoting federal authorities to launch the next stage of reformation of education and science. This stage, perhaps, is the most complicated and responsible, however, without irritating innovations for opposition parties and public opinions. In other words, invisible revolution, partially invisible, with actual and not demonstrative efficiency. However, higher schools are obliged to be a) investors into human capital by means of high educational techniques (increase in professional and other competences; accumulation of personnel potential; preparation of experts with skills to solve problems with any scenario of events); b) priority source of R&D projects with complete cycle (from scientific concept to commercial product) aiming at provision of steady economic growth.

However, dual mission of university, probably, forced Russian authorities to establish two ministries: education, and science and higher education instead of the ministry of education and science. The word order in the titles is of institutional significance. Federal authorities in fact abandoned the residual principle of funding education and science. Separate funding of current budgets of the two ministries and investment budgets is a cardinal and long-awaited step.

Conflict and compromise stage of funding is expected: allocations of investments for higher schools, R&D institutions, federate entities, state funded organizations. A lot depends on the position of business and state of public-private partnership. However, spatial arrangement of Russia provides opportunities for multivector differentiated clusterization of higher schools.

In this case, searches for extrabudgetary funding would force higher schools to interact regarding a) trends and profiles; b) macroregional interaction; c) cooperation with foreign universities; d) contracts and contacts with business entities of region. In other words, horizontal integration is possible in addition to conventional vertical: ministry–higher school. Probably, the ministry would not prevent self-initiatives of certain higher schools, being constrained by actual indicators of the national projects: Education and Science. Self-identification of higher school in terms of individual criteria is peculiar for leading universities of USA, Europe, large developing countries (China, India, South East Asia).

At the same time, the results allowed to highlight three priorities: information systems, medicine, and finances. There is concern about the information imperialism of developed countries (prohibitions and constraints for studying people of large developing countries). In this case, the Bologna Charter should be not a target for criticism but a pragmatic tool of international cooperation. The Bologna process is not stopped; its route is modified to slow evolution concerning associations of higher schools with emphasis on qualification of graduates.

In the heat of polemics, the most important thing in the education reform is lost: the combination of educational content with federal standards, regulations for professional qualification. The second issue is at present ahead of the first issue. Thus, arrangement of Russian environment by means of national projects, according to our opinion, would involve formation of prioritized tasks of development of Russian system of higher education (Fig. 2).

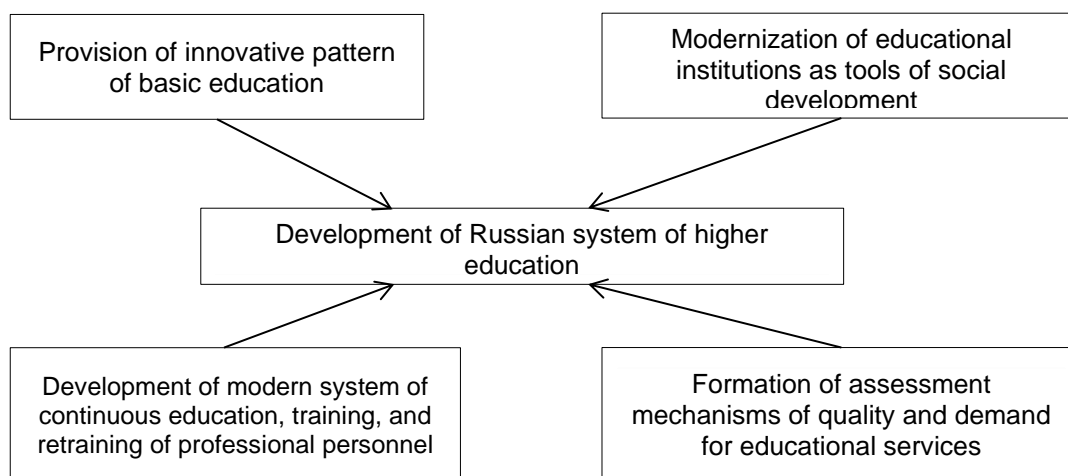


Figure 2
Prioritized tasks of development of Russian higher education

The Russian Federation already joined the community of European countries for coordination and full-scale integration of higher education, and with other countries declared its readiness to complete it. It means that at present, we are in the key phase of this integration and have the right to draw conclusions, even preliminary. A main result is as follows: rectors of all Russian higher schools are obliged to transfer the educational process to a two-level training system. However, neither teachers, nor applicants, nor potential employers have even been consulted on the nature of European educational integration. It is only obvious for everyone that the bachelor's degree will take place in four years instead of the five years required for specialist training.

Discussion

Reliability of the presented approaches is confirmed as follows: the main distinction of the previous educational paradigm with regard to the new one is that government will not train experts anymore. Therefore, instead of the declared competence-based approach as a basis of future alterations, nowadays it is the time to train students for a ten of competences indistinguishable for various trends and profiles⁸.

This is the first problem to be discussed: the meaning of professional competences is largely inconsistent both with experiences of universities, used as the basis for compilation of this imperative of current moment in Russian educational space, and with the Russian experience as well as with the traditions of higher schools in training highly qualified experts with wide scope and fundamentalism.

It should be mentioned that global higher school considers competences as the combination of educational process elements: knowledge, skills and habits, whereas the standards of the new generation stipulate only ability to apply the knowledge, these documents do not explain the content of this knowledge. Hence, it turns to be that students should apply in their future practical activity only skills without knowledge and habits.

Another problem is understanding of the essence of paradigm alterations by teachers and students: the focus in the new paradigm of educational process is displaced from lectures and classes to independent activity of students, the teacher becomes mainly a tutor, academic adviser, mentor, rather than traditional lecturer or teacher on duty to conduct seminars.

New tools should be used by teachers: individual planning of independent work of each student, proper and transparent tools to its monitoring and estimation, this work should be differentiated, on the one hand, and, on the other hand, integrated, assuming not only quantitative but also qualitative aspect of knowledge mastering.

Conclusion

While summing up, it could be mentioned that the role and importance of intergovernmental agreements and contracts with higher schools are increasing. The Bologna Charter put forward competitiveness in education through a set of international ratings. The transfer of competition to the education sphere is ambiguously estimated by the subjects of educational activity. We believe that the Top 5/100 project is unsuitable for Russia at present. It would be more realistic to raise ranking of Russian higher schools in the ratings of Top 5/1,000 in terms of developing countries and individual disciplines.

The challenges of globalization motivate differentiation of higher schools in terms of competitiveness criteria (derivative and personified property of competitiveness). In this

⁸ I. N. Lukiyanчук; S. V. Panasenکو; S. Yu. Kazantseva; K. A. Lebedev y O. Ye. Lebedeva, "Development of online retailing logistics flows in a globalized digital economy", *Revista Inclusiones* Vol: 7 num S2-1 (2020): 407-416; A. V. Shelygov; P. N. Sharonin y E. B. Tretyak, "The Early Fields of Thought in Change Management", *Journal of Economy and entrepreneurship* Vol: 7 num 108 (2019): 185-190 y E. I. Shishanova; A. S. Bagdasarian; A. E. Semak; A. L. Frolov y P. N. Sharonin, "Integrated Use of Multitrophic Aquaculture Resources in the Recreational Business", *Journal of Environmental Management and Tourism* Vol: 11 num 3(43) (2020): 714 - 720.

case, the market forces increase their expansion, sometimes it is impossible to make them civilized. Image-based differentiation dominates: prestigious and provincial, state and private, self-sustained and subsidized. Segregation is increasing and expanding in Russia, the new demarcation line has become significant: higher schools–incubators and public universities, that is, the wealth disparity will be supplemented by educational inequality.

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