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Editorial

Participation of Moscow Aviation Institute (National Research University) in internationalization processes

Written by:

Sergey V. Novikov

PhD in Economic Sciences, Associate Professor, Moscow Aviation Institute (National Research University), Moscow, Russia.

<https://orcid.org/0000-0001-6921-1760>https://www.elibrary.ru/author_profile.asp?id=807011<https://www.scopus.com/authid/detail.uri?authorId=57192318711>**Daniela S. Veas Iniesta**

Senior Lecturer, Moscow Aviation Institute (National Research University), Moscow, Russia.

<https://orcid.org/0000-0002-8473-0670>https://www.elibrary.ru/author_profile.asp?id=1028345<https://www.scopus.com/authid/detail.uri?authorId=57204575922>

To date, the processes of globalization are in many ways peculiar vectors of internationalization of education. In Russian and foreign literature the concept of "internationalization" is considered as a controversial and multidimensional concept. Thus, in the works of S.L. Robertson internationalization is considered through the "processes of economic integration of higher education systems, giving importance to the analysis of the participants of the global educational market, focused on the promotion of educational programs and trade in educational services" (Robertson, 2017). In his turn, R. Shields writes that international flows of students are "closely connected with global trade" (Stier, 2004). A.N. Grigoriev and G.V. Korshunov focus their attention on the problem of building a "policy of educational services export" to the global educational market and training foreign students in Russian universities (Grigoriev & Korshunov, 2016).

The phenomenon of higher education internationalization has been known for a long time and is associated with the evolution of university activities (Bednyy, 2016). In Russia, the active stage of development falls on the second half of the XX century and is associated with an active cooperation in education with the countries of Central and Eastern Europe, Asia, Africa and Latin America (Beregovaya &

Kudashov, 2019). At the same time, not all Soviet universities and institutes were able to actively attract students from abroad due to the specifics of their activities. With the collapse of the USSR, many educational institutions joined the processes of international cooperation, including internationalization among the priorities and tools of their strategic development.

In 1991, Moscow Aviation Institute (National Research University) (MAI) was opened for training of foreign citizens. In this connection the position of the Vice-rector for International Affairs was introduced into the structure of the Institute and the International Department was established. The key goals of these organizational activities were to start training foreign students, trainees and postgraduate students at MAI and to expand international relations in the field of scientific and educational contracts and agreements. As a part of the organizational arrangements, a preparatory department was opened to teach the Russian language to foreigners.

Today MAI actively cooperates with universities in 59 countries of the world, the largest training contracts are signed with Myanmar, Malaysia, Vietnam, Republic of Korea, People's Republic of China and Kazakhstan.



At present, the university has 1 254 foreign people, including 1 183 students, 46 postgraduate and doctoral students and 25 interns (Fatkhullina & Guryanova, 2014). More than 95% of them study in technical specialties.

MAI joined the Bologna Club in order to integrate more deeply into the global educational space and to provide joint educational programs within the framework of the Bologna process, as well as to increase the number of international students. Departments and faculties attract foreign scientists to cooperate not only in joint research projects, but also for lecturing courses.

MAI also actively promotes academic mobility among students. Bachelor's, Specialist's and Master's full-time undergraduate students are invited to participate in the academic mobility program.

International academic mobility allows students to:

participate in the content of their own educational trajectory in accordance with further employment and their own areas of interest;
expand the acquired competencies (including the practical application of knowledge);
expand the range of scientific, business and personal contacts.

The current participants of MAI academic exchange program are the following institutions of higher education:

Shanghai Jiao Tong University.
Beihang University.
University of Science and Technology Beijing.
Hindustan Institute of Technology and Science.
Vel Tech Rangarajan Dr. Sagunthala R&D Institute of Science and Technology.
Bandung Institute of Technology.
Polytechnic University of Turin.
Sapienza University of Rome.
Polytechnic University of Milan.
Institut supérieur de l'aéronautique et de l'espace.
Institut Polytechnique des Sciences Avancées.
École nationale de l'aviation civile.
Heilbronn University of Applied Sciences.
Ingolstadt University of Applied Sciences.
Technical University of Munich.
TU Dresden.
TU Wien.

MAI has been cooperating with the Ministry of Education of China in the field of international education since the middle of XX century. MAI is on the list of partners of the most prestigious

universities of China, which allows the most active and motivated Chinese students to receive training grants. The cooperation program helps foreign students obtain two diplomas at once: the diploma of MAI and the partner university in their home country (Korotaeva, 2020).

In 2017, MAI together with Shanghai Jiao Tong University opened the Joint Institute. The purpose of this project is to form a talent pool for the Russian-Chinese project of a wide-body long-range aircraft (CRAIC CR929) (Fatkhullina & Guryanova, 2014). One of the fundamental tasks of the Joint Institute is to develop global thinking, learn foreign languages and acquire technical competencies for the subsequent implementation of Russian-Chinese projects.

All the curricula were developed with the assistance of such partner enterprises as United Aircraft Corporation, Sukhoi Civil Aircraft Company, United Engine Corporation, Commercial Aircraft Corporation of China and Aero Engine Corporation of China, which demonstrates that students obtain the competences required by potential customers of Russia and China.

The fundamental philosophy of MAI-Shanghai Jiao Tong University Joint Institute project is the two-way development of intercultural communication between Russia and China. Within the large-scale pool of joint projects there is a shortage of highly qualified specialists in engineering specialization with a good level of technical English as well as understanding of cultural and mental peculiarities of the partner-country representatives on the labor market. MAI-Shanghai Jiao Tong University Joint Institute is a unique educational and scientific environment in which students from both countries study in joint groups for the entire period of study, which allows achieving high quality results in education and exchange of experience. These programs are a direct example of global education theory and have no analogues in Russia and abroad.

Thus, MAI actively participates in the processes of global integration and internationalization of education. At the same time it is very important to actively involve students and teachers in cooperation with foreign partner universities, because using the best practice and developing competences and skills increases the possibility to compete on the international educational market, increases scientific and innovation potential of the Institute. All this allows adapting

more quickly to the constantly changing conditions of existence in the global world.

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