

Artículo de investigación

International academic mobility and Russia in the 21st century

Movilidad académica internacional
y Rusia en el siglo XXI
Mobilidade acadêmica internacional
e a Rússia no século 21

Recibido: 20 de abril de 2018. Aceptado: 10 de mayo de 2018

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Abstract

The article studies aftereffects of restructuring the Russian system of education and personnel training and shows the participation of Russia international academic mobility in the 21st century. It also touches upon the issue of attracting foreign students to overseas universities in conditions of globalization of education service market. The authors analyze the processes taking place in the present and potential 'suppliers' of high school and university students, post-graduate students, trainees and young researchers and study the impact of these processes on the increase in population incomes, demographic situation in the country or region as a whole. The novelty of the research in connected with the education sphere analysis. The authors point out to the important role of students in political life and public movements. Establishing, intensifying and broadening direct partner's links among universities of member-states of EAEU and CIS can foster the development of long-term cooperation in post-soviet space. The article puts forward

Resumen

El artículo estudia las consecuencias de la reestructuración del sistema ruso de educación y formación de personal y muestra la participación de la movilidad académica internacional de Rusia en el siglo XXI. También aborda el tema de atraer estudiantes extranjeros a universidades extranjeras en condiciones de globalización del mercado de servicios educativos. Los autores analizan los procesos que tienen lugar en el presente y el potencial de los 'proveedores' de estudiantes de secundaria y preparatoria, estudiantes de posgrado, jóvenes en prácticas y jóvenes investigadores, y estudian el impacto de estos procesos en el aumento de los ingresos de la población y la situación demográfica en el país. o región en su conjunto. La novedad de la investigación en relación con el análisis del ámbito educativo. Los autores señalan el importante papel de los estudiantes en la vida política y en los movimientos públicos. El establecimiento, la intensificación y la ampliación de los vínculos de los socios directos entre las universidades de los estados miembros de EAEU

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recommendations for the project aimed at upgrading the training of specialists for foreign countries in Russian universities, mainly for member-states of CIS, post-soviet space and countries of Asia, Africa and Latin America.

Keywords: education, international forms of education development, 'orange revolutions', CIS, EAEU, education multinational companies.

y CIS pueden fomentar el desarrollo de una cooperación a largo plazo en el espacio post-soviético. El artículo presenta recomendaciones para el proyecto destinado a mejorar la capacitación de especialistas para países extranjeros en universidades rusas, principalmente para los estados miembros de la CEI, el espacio post soviético y países de Asia, África y América Latina.

Palabras claves: educación, formas internacionales de desarrollo educativo, "revoluciones naranjas", CIS, EAEU, empresas multinacionales de educación.

Resumo

O artigo estuda os efeitos posteriores da reestruturação do sistema russo de educação e treinamento de pessoal e mostra a participação da mobilidade acadêmica internacional da Rússia no século XXI. Também aborda a questão de atrair estudantes estrangeiros para universidades estrangeiras em condições de globalização do mercado de serviços educacionais. Os autores analisam os processos que ocorrem nos atuais e potenciais 'fornecedores' de estudantes do ensino médio e universitário, estudantes de pós-graduação, estagiários e jovens pesquisadores e estudam o impacto desses processos no aumento da renda da população, situação demográfica no país. ou região como um todo. A novidade da pesquisa em conexão com a análise da esfera da educação. Os autores apontam para o importante papel dos estudantes na vida política e nos movimentos públicos. Estabelecer, intensificar e ampliar os vínculos diretos entre as universidades dos Estados membros da EAEU e da CEI pode fomentar o desenvolvimento de uma cooperação de longo prazo no espaço pós-soviético. O artigo apresenta recomendações para o projeto destinado a melhorar a formação de especialistas para países estrangeiros nas universidades russas, principalmente para estados membros da CEI, espaço pós-soviético e países da Ásia, África e América Latina.

Palavras-chave: educação, formas internacionais de desenvolvimento da educação, "revoluções da laranja", CIS, EAEU, empresas multinacionais educacionais.

Introduction

The events of recent years demonstrate clearly, despite all kinds of sanctions and a large-scale anti-Russian campaign unleashed in the West, especially in the United States, that Russia is beginning to acquire its former importance as a world leader. Our achievements in sports and the arts are supported by such a weighty argument as the return of the second place in the world in the export of military equipment and services. The program of the International space station has been successfully implemented for many years by Russian-made launch vehicles.

It is noteworthy that today Russia occupies a leading position in regional and world organizations established in the early XXI century, such as the SCO, BRICS and EAEU. It is thought that it would be wrong to dismiss the fact that the achievement of these successes was

largely facilitated by the use of traditions and positive experience in modern practice that we inherited from the Soviet system of education and upbringing, an integral part of which was the training of national specialists for foreign countries (Munchaev & Ustinov, 2011). These components played a significant role in enhancing and strengthening the international authority of Soviet science, education, culture and sports.

Materials and Methods

The article presents a brief analysis of national and foreign literature. The following methods were applied: methods of scientific abstraction, method of formalization and structural and functional method of development of innovative methods of thinking and activity, general scientific methods of analysis, synthesis,

induction and deduction, as well as materials libraries and the work of scientists were used (Chetverikova, 2017; Taova, 2017).

The theoretical and methodological basis for writing the article is the principles of historicism, system and comparative analysis (Goncharov, 1954). The principle of historicism, a systematic approach, involving the consideration of phenomena in their development and comprehensively were applied in view of historical, retrospective, comparative historical approaches to such phenomena as the phenomenon of higher education in Russia (Tolstoy, 1885; Kozhayeva et al, 2016). Methods were also used: historical and genetic method on the basis of which the essential content of the studied phenomenon is determined; historical-typological one allows considering education with the basis of long-term cooperation (Morozov, 2008; Zelenova, 2014).

Analysis of Recent Research and Publications

The article gives a historical overview of national education, the work of Munchaev, Morozov, Tolstoy, Goncharov, Nekrasov, Chetverikova were examined, the materials of the Ministry of National Education of different periods, materials of the thesis of Kharlamova as well as the articles of Zhukov, Zelenova, Kozhayeva, Yadgarov and a number of other authors were studied. The aim of the study is to analyze and summarize the theoretical approaches to the organization of educational activities and to identify possible ways of the educational process modernization.

Results

After the end of the Second World War, the leading world powers, including the Soviet Union, despite the enormous losses in this war, began to consider the training of national specialists for foreign countries as an integral part of their foreign policy. During the seventies – eighties the USSR steadily took the second place in the world in the number of foreign citizens studying in the country. The leaders in this strategically and geopolitically important issue were and remain the United States.

It is noteworthy that by the end of the last century an entire branch of the world economy had formed – the international market of educational services with annual sales of several tens of billions of dollars and the volume of

consumers in several million people. Unfortunately, this market did not have the Soviet Union, which was collapsed, including with the help of the “fifth column” prepared in the US and other Western countries.

According to UNESCO forecasts, the training of foreign citizens will be one of the most profitable types in the provision of educational services in the XXI century.

The United States, which, as mentioned above, is still the leader of education services export in the world, accounts for almost 20% of its total quantity. Experts note that this area of the US foreign policy is the fifth largest export of the US economy.

Just only in the 2013/14 academic year the income from training foreign students in the United States exceeded \$ 20 billion, and the number of students reached 820 thousand. This huge mass of foreign students studied in more than 3 thousand universities and colleges.

Of course, without the broad support of the government, this project “conquest of the world” would have no chance of such success not only yesterday, but today, and in the XXI century in general. Therefore, the most active lobbyists for the implementation of this project immediately after the Second World War was made by the US State Department and the Department of educational exchanges, and later – the Information Agency (1953-1998).

It should be noted that at present the process of educational policy planning is concentrated in the National Security Council of the United States, where strategic tasks are discussed and formulated with the participation of representatives of the State Department, the CIA, the Ministry of Defense, the President and experts to improve this sphere of activity, its wide use as a factor of soft power, ensuring the leadership of the United States in the world.

In our opinion, in the coming years there will be an even tougher struggle between the countries for foreign students, as new players in this segment of international academic mobility appear, which in turn can cause a redistribution of the sphere of influence in the market of international educational services. Naturally, few people want to give up without a fight already won positions in this field of educational services. In particular, the leading states have been successfully implementing their foreign

economic and geopolitical interests through educational TNCs for a long time. They monitor constantly and at a very high level the processes taking place in existing and potential countries – “suppliers” of high school students, graduate students, trainees and young scientists, study the impact of these processes on the growth of personal income of the population, the demographic situation in the country or region as a whole. All this is devoted to the search for an answer to the questions: how much the national education system depends on the Western model; what role do non-profit organizations play in creating an angelic image of the Western models of education; how constructive the administrative apparatus and the teaching staff in various countries are.

The results of this activity, as they say, are visible to the naked eye. For more than twenty years we have been trying to get closer to Europe, including in education. In two decades of liberal reforms, the Soviet higher school was almost completely dismantled and retuned mainly to train personnel for the oligarchy: lawyers, managers, sociologists, financiers, security guards and just modern consumers. “And the Bologna system, – according to the journalist Konstantin Semin, – gives birth to the intellectual laps, the experts who are not capable to turn the head to the right or to the left on one degree”. It is difficult to disagree with this, especially as the rating of Russian higher education continues to decline. In our opinion, this is done quite consciously. No wonder they say: “There are two forces in the world that can destroy you – the United States and rating agencies”. This approach fully satisfies the overseas strategists, because they believe that while Russia is trying to establish mutually beneficial cooperation with Europe, while it is making enormous efforts to rise in the ratings and at least get into the first hundred universities, it pays little attention to the post-Soviet space. Indeed, if we monitor the international partnership of a number of Russian universities, we can say that inter-University relations in the post-Soviet space are given a little more than two percent. More than 70% of Russian higher education institutions focus primarily on cooperation with Western educational institutions. As a result of this policy, the Americans were able to pursue a line of behavior beneficial to them, which is based on the following: “While Russia seeks cooperation in Europe and Asia, we will support the sovereignty and territorial integrity of Russia's neighbors”

(Enygin et al, 2017; Kryazheva & Vinogradskaya, 2017).

Indeed, almost all the territory in the post-Soviet space was under the full and partial guardianship of the United States. The omissions of our national education system with participation in the processes of international academic mobility also played a negative role here.

Over the years after the collapse of the Union, thousands of former Soviet officials and military, cultural and scientific figures underwent training and various internships, as well as short-term educational and familiarization programs in Western universities. It is quite difficult to determine the number of students and postgraduates from the former Soviet republics, who also studied at the invitation of the leading Western countries, including in Eastern Europe. For example, in the 2013/14 academic year, Poland allocated 2,000 state scholarships to Ukraine, Russia – just over 200, i.e. almost 10 times less. Currently, 15.1 thousand (42%) Ukrainians and 3.7 thousand (10.3%) Belarusians study in Poland. Thus, the representatives of these two former Soviet republics make up half of the total foreign contingent today, which clearly indicates the direction of the state policy of Poland in this area. There are many such examples. There is a systematic in the truest sense of the word hunting for applicants who will determine in the near future the development of our civilization in general and individual states in particular. It is alarming that hundreds of Western companies have been actively developing the post-Soviet space for more than twenty years, including every year they select thousands of Russian young scientists and talented students and postgraduates for training and internships in Western educational institutions of their countries.

This is how the Candidate of Historical Sciences (Ph.D.), Associate Professor of MGIMO Olga Chetverikova describes this process: “Using the slogan of internationalization of the educational space, it allows attracting more and more foreign young scientists, researchers, and most importantly – the educational and research centers of other countries to work in private transnational business structures (Yadgarov, 2013). However, as American universities are part of the military intelligence community, corporate elites are thus embedding universities in other countries, which are beginning to work to achieve the technological superiority of the

United States. A particularly effective mechanism in this regard is the formation of flexible University strategies for lifelong learning and distance (online) learning, which allows creating a single global network controlled by leading American strategic centers.

It is in this network that the Russian sphere of education and science is integrated, opening it to the global market and carrying out its active privatization, allowing moving from perestroika to the total replacement of the entire system in the interests of transnational innovative business" (Zhukov, 1997).

Another aspect of the problem is demography. In the next 15-20 years in Russia there will be a demographic failure when schools and then universities will miss tens of thousands of students. According to many Russian experts, the demographic situation that has developed in Russia will be more acute than that experienced by our country after the Great Patriotic war. The conclusion is to create conditions for attracting compatriots, representatives of young people from the post-Soviet space and from foreign countries with whom Russia maintains long-term political and economic relations to educational institutions of Russia.

The most important thing is that the older generation is leaving; Russian culture and language are leaving. There are only five or seven years left, and the generation of foreigners educated in the USSR and Russia will cease to be the bridge that connects our state with the near and far abroad (Trifonova, 2017; Badakhova, 2017).

However, based on the results of research conducted in 2014–2015 by the faculty of Moscow higher education institutions and representatives of some public organizations in Russia, it should be noted that the Russian Federation is still the main educational center for the CIS and the EAEU.

In this regard, it is important to understand that the establishment, activation and expansion of direct partnerships between higher education institutions of the EAEU and CIS member states act as an incentive for the development of long-term cooperation in the post-Soviet space, an effective means of promoting mutually beneficial development of integration processes, as well as mutual understanding and trust in the XXI century.

In the context of aggravation of world international relations, it is the problems of bilateral and multilateral relations in the humanitarian sphere that need qualitative and quantitative changes taking into account the strategic interests of the Russian Federation in the XXI century, and the development of international academic mobility is an ideal tool of soft power for the implementation of this project (Zhukov, 2003).

Stabilization of the international situation largely depends on students, as in the history of Europe and other regions of the world it played a counterproductive role at the turn of the century in a number of negatively significant events, including in the post-Soviet space.

Let us turn to the article "Activism among students: the power of global scale", in which scientists at Boston College and Harvard University write: "Students played a key role in the overthrow of the head of Ukraine V. Yanukovich. Probably, the participation of student protest movements in the so-called color revolutions began with the Serbian movement "Rebuff", which led to the defeat of Milosevic... Representatives of the Georgian movement "Kmara", taking an active part in the "Rose revolution" in 2003, the Kyrgyz movement "Kel Kel", who participated in the "Tulip revolution" in 2005, the Ukrainian movement "Time"... students continue to play an important role in political life and are often a key force in political movements aimed at transforming societies around the world".

Obviously, the authors are right when they talk about the important role of students in political life and political movements, but as for the transformation of society around the world, it seems that these changes are carried out under dictation and solely in the interests of the United States and its satellites.

What did the "Rose Revolution" end in 2003 in Georgia? The overthrow of the existing state authority and the arrival of the Pro-American leadership, which five years later tried to start a war with Russia.

Currently, there is a full reality of repetition of this scenario in Ukraine, especially since the first phase is implemented – the Kiev leadership is fully focused on the United States, the EU and NATO.

In support of the above, we turn to the work of Sergei Morozov, editor-in-chief in NA "National interests", in which he writes: "At the same time, the US and the EU, strengthening the Western

orientation of the CIS countries, and especially Ukraine and Georgia, actively contributed to the change of regimes in these countries and the coming to power of new leaders with an expressed anti-Russian orientation”.

Therefore, in our opinion, it is necessary in the context of aggravation of international relations to intercept decisively the strategic initiative in the field of building a balanced civil society through a sharp expansion of international academic mobility, primarily within the EAEU and the post-Soviet space: to expand the allocation of grants for training of young people-representatives of the post-Soviet space at the expense of large commercial and public structures in Russia. It is necessary to return the world leadership to the Russian education system, and not to give this sphere into the undivided possession of the West for the cultivation of the “fifth column”. This project, aimed at expanding the training of specialists in Russian universities for foreign countries, primarily for the CIS member states, the post-Soviet space, as well as countries of Asia, Africa and Latin America, should work primarily on integration within the EAEU and the entire post-Soviet space, and not on American plans to split the post-Soviet and Russian space.

Consideration

Using their longtime experience in the Soviet and Russian higher education, including in the development of its international relations, the authors suggest first of all paying attention to the modern aspects of the international activities of the Russian higher school, which has the necessary resources to allow, in our opinion, ensuring its return to the number of world leaders in international academic mobility in the XXI century.

Conclusions

In conclusion, it should be noted that Russia’s successful participation in international academic mobility in the 21st century is impossible without the support of the state in general and the government in particular, designed to develop a modern regulatory framework that provides a full partnership of Russian educational organizations in the activities of international academic mobility, and to provide full support to higher education in this important global process for the national education system with the help of long-term government funding programs,

including with the involvement of the Russian business community.

For the successful implementation of this program, it seems to us, a political decision of the Russian leadership is necessary.

In conclusion, we would like to recall the ancient biblical wisdom: “To conquer the people, it is not necessary to resort to weapons, it is enough to be able to raise their children”.

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