

MODERN TRENDS OF SCIENTIFIC AND EDUCATIONAL COOPERATION OF THE GREAT EURASIA UNIVERSITIES

Abstract: The current stage of the world community evolution shows the priority importance of exporting educational services for the expansion of political, economic and cultural relations between the countries participating in Greater Eurasia. The article examines the problems and prospects for the development of international scientific and educational cooperation of the universities of Greater Eurasia in conditions of integration. The analysis of literature in the sphere of export of educational services and international scientific and educational cooperation of universities in Greater Eurasia made it possible to find a lack of special studies on this issue. The scientific hypothesis of this article is the assumption that the international scientific and educational cooperation of universities in Greater Eurasia brings a synergistic effect to the business structures and economies of the member countries of this integration association.

Keywords: Scientific and educational cooperation, export of educational services, integration, Greater Eurasia, universities, academic mobility.

The creation of a common educational space for the countries participating in Greater Eurasia is one of the most promising areas for the modern development of the world economy.

At present, the formation of interstate scientific-educational and business spaces has an ever-increasing influence on the state of international cooperation of universities in conditions of a demographic decline in the world's leading countries.

In this regard, scientific and educational networks and business alliances are formed between the participating countries of Greater Eurasia, which in the future will allow building approaches to a long-term cooperation strategy.

International cooperation and the exchange of experience have become a necessary means for distinguishing growing costs and reducing the risk of innovation, as well as for cumulating the necessary capacity of experience, skills and knowledge in the process of developing and introducing new educational services for foreign citizens. Synergies are actively developing with the universities of the member states of Greater Eurasia in the creation of network magistracy programs. Therefore, in these conditions, there is a need for strategic cooperation between specialized organizations that provide educational services for foreign citizens in order to share costs, reduce risks and to successful competition.

The formation of the scientific, educational and business space of Greater Eurasia requires the creation of a common market for educational services. A new approach to regulating the education services market should be aimed not only at resolving the problems that have arisen in connection with political instability in the world arena, but also in restoring the dynamic balance of supply and demand, increasing the flexibility of the market for educational services in Greater Eurasia and finding new opportunities to attract foreign citizens.

At the present stage of the evolution of the world economy, the successful development of the scientific and educational systems of Greater Eurasia should be connected with integration processes that allow achieving synergetic effects through the integration and coordination.

Scientific and educational integration in the countries of Greater Eurasia, qualitatively raises the level of openness of national economies, creates a single information space, and causes the intensification of the international technology flow.

The deepening of ties between the universities of the countries of Greater Eurasia is a key factor in the sustainable development of international relations and becomes an indispensable condition for the development of both individual countries and the Eurasian integration process as a whole.

To integrate education, science and business within the framework of Greater Eurasia, there are a number of objective arguments - this is a single scientific and educational, business space and many aspects of socio-economic orientation.

At the beginning of the XXI century, in the countries of Greater Eurasia is concentrated almost 9/10 of the world's energy, about 3/4 of the world's GDP and 4/5 of the world's population. [1, p.3]

The processes of globalization and internationalization have an impact on the creation of the economic union of Greater Eurasia due to its special geographic, natural, strategic and economic situation and create it as a potential center of the world geopolitical system.

In China, the project of forming «Greater Eurasia» is considered as strengthening of Russia's influence within the framework of the expansion of the Eurasian Economic Union. "The Eurasian Economic Union is a mechanism of integration of the countries of the Commonwealth of Independent States, the former Soviet Union. China does not belong to the category of these countries. At the same time, Russia plays a central role, and even if China wants to join, Russia will not agree. On the other hand, Beijing pursues a policy of non-alignment with the blocs. Although the Eurasian Economic Union is an economic union, but at the same time there are some political overtones. "[8, p.2]

Thus, today Russia remains the regional center of an academic mobility for citizens from the countries of Greater Eurasia. The process of formation of interstate scientific and educational cooperation of universities of Greater Eurasia is conditioned, first of all, to the need to make education more adequate to modern economic requirements, the dynamics of labor market development.

The export of educational services in the space of the participating states of Greater Eurasia is more systematic and permanent, which is largely due to the presence of direct and explicit demand for Russian education. Academic mobility of foreign students and faculty is an integral part of the innovation process within the framework of the integration of Greater Eurasia, which can promote the development of networked academic technologies, new directions in the higher education process, and thus the expansion of the export of educational services.

The total number of foreign students in the Russian Federation in 2017 increased by 11.9% and amounted to 240,924 people, which follows from the report of the International Department and the Center for Sociological Research of the Ministry of Education and Science of Russia. Russian higher education is most in demand among citizens of Kazakhstan, the number of which is 27.5 thousand students, the citizens of China - 18.2 thousand people. (Table 1), Turkmen citizens - 12.1 thousand people, citizens of Tajikistan - 6.6 thousand people. The least number of foreign students are citizens of Armenia - 2,2 thousand people and Belarus - 1,9 thousand people.

Table 1. Academic mobility of foreign students

Dynamics of the number of foreign students					
Years	2014	2015	2016	2017	2018
Total number of foreign students (people)	175 432	182 869	224 279	240 924	273 000
The share of students in the total contingent of foreign students in the Russian Federation (in%)					
EAEU	13,5	24,8	23,1	24,9	25,8
CIS	51,7	53,0	53,1	53,4	56,7
China	9,7	14,9	15,8	16,5	17,1
Contingent of leaders of foreign students in full-time education (people)					
Kazakhstan	24 800	25 650	26 100	27 500	29 450
China	9 450	12 300	16 400	18 200	19 700
Turkmenistan	8 100	8 900	9 350	12 100	13 000

Compiled by the author on the basis of materials [3], [7]

The dynamics of the average annual growth in the number of students from the countries of the EAEU, the CIS and the PRC in 2014-2017 is more than 16%, which exceeds the average growth rate of foreign students in Russia (8%). [2, p.5] But in the 2014-15 academic years, growth was registered at 18.1%.

The leading position, as before, remained for the CIS countries, the number of students for the year increased from 69,689 to 80,910 people. The second place is occupied by the countries of Asia, and the third by Africa.

According to the forecasts of the Ministry of Education and Science of the Russian Federation, up to 760,000 foreigners will study in Russia by 2025. Also, the mobility flow of foreign students will increase by 5.6% and the faculty by 3.8% in the framework of Greater Eurasia.

Thus, an increase in the number of foreign students, both in Russia and in the framework of Greater Eurasia, will contribute to the expansion of international scientific and educational cooperation of universities.

Information and communication technologies provide education the ability to match global development trends and adapt to the rapidly changing conditions of the modern world. [5, p. 645]

The real trend in higher education is the technology of online learning. Innovative transformations include the transformation of the technical base of information. Information competence is the use of the Internet.

Information educational resources should significantly expand the possibilities of educational and methodological innovation information. These unique opportunities are connected with modern telecommunications, which is one of the components of the innovation and information environment.

As a result, information and communication technologies act as a factor in the formation of key competencies in the training of foreign citizens.

Therefore, it is necessary to note the competence approach in the training of foreign citizens in connection with the growing integration of the Russian system of higher education in the Eurasian scientific and educational space.

Thus, the transformation of higher education in the framework of the integration of universities in Greater Eurasia requires radical changes in governance, the application of a special scientific and methodical mechanism for the management of integrative higher education systems.

The effectiveness of the management system of educational services for foreign citizens in the conditions of Eurasian integration will be determined, first of all, by the validity of the forms and methods of management used.

The aggravation of international competition for the entrant stimulates the improvement of the quality of education, promotes the development of new networked international training programs. Therefore, in order to increase the competitiveness and attractiveness of higher education in the countries participating in Greater Eurasia, it is necessary to find new segments of the educational services market, namely universities should develop and open new network curricula for undergraduate and graduate programs [6, p. 5].

The analysis of the situation on the Eurasian market of educational services shows that being proactive is required for the member states of Greater Eurasia who are trying to preserve and strengthen their positions, including the creation of educational centers outside of Greater Eurasia, designed to meet the needs of various regions and world economy integration associations.

Despite the positive trends in the integration of universities in Greater Eurasia, a number of existing problems can be identified. First, the factors that arise in the process of reforming the education system, such as the lack of the necessary infrastructure to ensure the modernization of education, the weakness of the legislative framework at the national level and at the interstate level, as well as the problems of financing education [3, p. 24-25]. Secondly, the specific socio-economic development of each of the countries of Greater Eurasia and the lack of an unified approach to the reorganization of the education system. And thirdly, the problems of financing educational networks.

In the framework of many international projects, Russian universities are recruiting foreign citizens of the countries participating in Greater Eurasia, but this activity is very fragmented, there is no exchange of accumulated information and acquired experience between the project participants, and there is practically no dissemination of the results. It is necessary to create an

effective system of managing educational services for foreign citizens, which would cover the management of different levels in the sphere of educational services [4, p. 2].

In the context of integration within the framework of Greater Eurasia, it is necessary to intensify the work among the universities, first, in the economic sphere, namely, to increase the competitiveness of educational services; secondly, in the sphere of education and science, the expansion and modification of educational services, the creation of the possibility of implementing the allied scientific and technical potential; thirdly, in the innovation-information sphere, the improvement of the quality of the international information positioning of the countries participating in Greater Eurasia.

The solution of these problems will contribute to the formation of the concept of sustainable, stable development of the export of educational services within the framework of the integration of the universities of Greater Eurasia.

International scientific and educational cooperation of universities in Greater Eurasia is a notable trend in the development of the entire world economy, whose future will depend on the effectiveness of using the innovation process and the international cooperation of the integration formation and on its internal stability.

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