

FORMATION OF APPROACHES TO INTERNATIONAL COOPERATION IN THE FIELD OF HIGHER EDUCATION

Margarita Anatolyevna Ganyushina^{1*}, Svetlana Nikolaevna Kurbakova², Elena Grigorievna Galizina³, Victoria Valerievna Lopatinskaya⁴, Natalya Yevgenievna Ryazanova⁵

^{1,2,3}Russian State Social University, 4, build.1 Wilhelm Pieck street, Moscow, 129226, Russia, ⁴Plekhanov Russian University of Economics, 36 Stremyanny lane, Moscow, 117997, Russia, ⁵Moscow State Institute of International Relations (MGIMO University) of the Ministry of Foreign Affairs Russian Federation, 76, pr. Vernadskogo, Moscow, 119454, Russia.

Email: ^{1*}margarita1962@list.ru, ²svetlanakurbakova@yandex.ru, ³el.galizina@yandex.ru, ⁴lvv187@mail.ru, ⁵natamgimo@gmail.com

Article History: Received on 08th October 2019, Revised on 28th November 2019, Published on 17th December 2019

Abstract

Purpose of the study: The paper is devoted to the formation of approaches to international cooperation in the field of higher education.

Main Findings: It has been established that in the future, there is a need for broad initiatives from all countries for the qualitative improvement of higher education. It has been determined that the most important basis for the future prosperity of the world economy and society is a strong and diverse training of young people.

Applications of this study: From the point of view of further development of new educational information means, the importance of non-formal education integrated into the educational process will grow.

The originality of this study: It has been proved that self-education will play an increasing role. In the field of higher education, the cooperation between different partners and a wide range of different educational opportunities will be developed in order to give everyone the opportunity to improve their knowledge, both in the personal and professional sphere.

Keywords: *International Cooperation, Higher Education, Educational Space, Professional Training, Society, State, Development, Priorities, Strategy.*

INTRODUCTION

In modern conditions, the system of higher education is an important optimization area in the training of a new generation of specialists, which requires the maximum satisfaction of the educational needs of an individual and society, the differentiation of professional training, the entry of the Russian Federation into the world educational space.

For the effective implementation of step-by-step education, it is necessary to solve a range of problems. First of all, it is necessary to develop a list of qualifications of specialists with higher education clearly codified and updated in accordance with the requirements of the state development of the Russian Federation and a list of specialties that would clearly differentiate the purpose and content of training in higher education.

It is also important to accelerate the development of sets of state higher education standards, namely those that establish methodically-stratified parameters of requirements for the content, volume and level of education at three levels: state, society and the particular institution of higher education.

The effectiveness of the new components of the educational content is directly related to the introduction of new pedagogical technologies aimed at fundamentally changing educational priorities in the direction of the formation of a student's personality as a subject of personal training and development, as well as social self-determination.

The main structures of the designated pedagogical strategy correspond to the global needs of the humanization of education, involving the transition from the extensive-informative type of training to open, independent, consensus learning. This is a transition from the empirical-cultural paradigm of education to the socialized one.

The study of issues related to international cooperation in the field of higher education has been reflected in the works by L.A. Bukalerova (2013), G.F. Glebova (2014), I.V. Kiselev (2015), A.V. Leifa (Leifa, A.V. et al. 2015), N.N. Nechaev (2017), O.Yu. Hatsrinova (2016), etc. The analysis of the literature on the subject under study allows identifying contradictions that prove the need for the formation of approaches to international cooperation in the field of higher education.

METHODS

The theoretical and methodological basis of the study is as follows: the abstract-logical method, methods of induction, deduction, analysis, synthesis, systematization aimed to substantiate the approaches to international cooperation in the field of higher education, the graphical methods for the study of the levels and trends of international cooperation development

in the sphere of higher education, as well as the method of weighing used to determine the ranking of higher education institutions.

The information base of the paper is the statistical data of state bodies, legislative and normative documents regulating international cooperation in the field of higher education and results of scientific research ([Kosevich, A.V. et al. 2018](#); [Nikiforov, A.I. et al. 2018](#); [Tretyakova, G.V. et al. 2018](#)).

In the course of the research, it is planned to improve approaches to the development of international cooperation in the field of higher education, to develop measures for the coordination of activities between the main participants of the educational process in the higher education system, to justify the position on the formation of the international educational environment that provides the relevant competencies.

RESULTS

The practice has shown that step-by-step higher education encourages putting in the centre of training more widespread introduction and effective use of independent forms of training, development of creative abilities of future specialists. For the development of a multi-tiered system of education in the Russian Federation, it is expedient to direct attention to the changes and steps made by European and other countries in the framework of cooperation with the aim of improving the whole educational system in these countries.

One of the reasons for the horizontal expansion of educational institutions and education, in general, is the emergence and expansion of educational opportunities in other countries. In recent decades, all European countries have become somewhat interconnected. Therefore, the opportunity to get an education in another country is an integral part of the internationalization of relations between countries and people. Getting an education in other regions and countries have become a response of young people to global issues, a manifestation of their interest in preparing themselves for life and work in an interdependent world.

The government and employers recognize that in order to ensure the well-being at the national, regional and individual levels, the labor force in the future must consist of well-trained professionals who have an international outlook. Youth mobility is mainly determined by historical and cultural ties that exist between countries, as well as by geographical factors.

Studies show that half of all international students in the world come from the UK, the USA, and Germany. The upward trend in the number of students educated in other countries is confirmed by the overall increase in the number of young people studying all over the world. The number of international students in Europe is also growing rapidly: in the UK, Portugal and Germany, annual growth is 13.8%, 13.1% and 8.5% respectively. This increase is partly due to initiatives by the European community to promote student mobility in Europe. The results of the analysis to promote youth mobility show that 60% of the student flow in Europe go to three countries: the UK, Germany and France.

An important document on the way to consolidate efforts in this direction is the permanent resolution of the European Council of Ministers of Education on the launch of a transnational project entitled "European Space in Education". This resolution is intended to involve EU countries in the creation of a national program, the purpose of which is to develop among young people a sense of European unity, respect for the common cultural heritage and principles based on the fact that the peoples of Europe protect human rights, the principles of democracy and social justice, to prepare young people for active participation in the economic and social development of the Commonwealth; to point out to young people the advantages of the economic and social policy of the EU, to deepen the knowledge of young people about the historical, cultural, economic and social aspects of development.

Taking into account the new directions of the European community, the European Council of Ministers of Education has entrusted the ministries of education of EU countries with introducing a special course "European Space" to the existing system of higher education. The activities of the EU play an important role in the development of integration processes in the world. Educational integration is an important area of the EU's activity. Therefore, the EU has a standing Committee on Education of the member states, developing a cooperation strategy to harmonize the education systems of Western European countries.

The European Union is initiating a number of projects in the field of education. One of the important and significant trends that can be traced in the field of education is its integration into a single world system as an integral element of the economy. This is confirmed by the contribution of vocational education, which it makes to the creation of an internal market, the destruction of borders, the free movement of people, encouraging initiative and innovation at all levels of human activity, the strengthening of the links between education and the economy at all levels and the precise definition of the changes required as a result of the development of the internal market, the reduction of regional differences and the increase of social cohesion of the community.

The main purpose of vocational education is to ensure the possibility of successful entry into the labor sphere. International contacts are becoming all-encompassing; the emergence of huge international and interstate conglomerate concerns in the sphere of industrial production requires greater unification in professional education, a single standard of training.

There is a growing need to identify the important professions that are necessary for the successful development of mankind and each country in particular. The search for common approaches to the formation of the modern content of vocational education, in general, requires considering many both objective and subjective factors affecting this process. Among the most objective factors that affect the formation and reform of the modern system of professional knowledge, we include, in particular, accumulated in society total amount of knowledge, available material and technical resources, cultural and historical features of the community.

European social funds make a significant contribution to the improvement of the vocational education system. Their funds are aimed at improving the system of vocational training and retraining, promoting integration in the labor market and increasing the level of opportunities for those involved in this area. These funds should contribute to the employment strategy in general support the policy of ensuring the fullest employment in the national aspects.

The issues of mobility in vocational education are being discussed in order to create a qualification charter of mobility and recognition of foreign certificates of education and the creation of an information bank of mobility data. The European Union reiterated its approval and support for the outcome of this discussion. There are also innovations and transformations in the creation of a system of training people that possess not only educational but also economic, regional and political importance.

The practice has shown that the content of education should be comprehensive, it should deeply change the form of basic education: in addition to traditional refresher courses, theoretical and practical courses should be developed that directly relate to a particular area. Improvement of the structure of courses in enterprises, which are especially necessary for the elimination of unemployment, is of great importance as well. The construction of the system of basic education should be the primary basis for promoting innovation in competition, strengthening individual skills (ability to work, flexibility, and entrepreneurship), the development of a strategy for knowledge of cultural and strategic ways of learning.

Special attention is paid to the issues of economic and social revival. The main objective should be to create advanced technologies, modernize existing educational institutions and create new ones. In addition, it is necessary to create new systems of vocational education, establish a permanent link with vocational education and the labor market, to develop and introduce new standards in vocational education, to establish cooperation between partners in the social spectrum of vocational education (Konovalova, E.E. et al. 2018; Nikolskaya, E.Yu. et al. 2018; Saadulaeva, T.A. et al. 2018; Zavalko, N.A. et al. 2018).

The implementation of these tasks will lead to a flexible and holistic system of vocational education, taking into account the latest socio-economic and political conditions in Europe and around the world since the EU emerged primarily as a political organization. Its further development has done a lot for innovative and integration processes in education aimed to improve the professional skills of the able-bodied population of European countries.

However, there is confidence in the need for deep structural and substantive changes in the common joint activities in this area in Europe. The agenda includes the processes of harmonization of policies in vocational education in European countries, the construction of a system of international openness of higher education and the creation of multilingual European specific banks and the pan-European information data bank.

All of this can turn the EU into a competitive, dynamic, science-based economic space. Education and training will be on the agenda as a need to create a scientific society and provide more employment for the younger generation. The creation of a system of vocational education and the project of qualifications of a single European standard is necessary for functioning in the professional field of various fields.

One of the activities of the European Union is focused on full employment. Each participating country has developed an action plan aimed at organizing these activities: 1) improvement of business capabilities; 2) development of entrepreneurial spirit; 3) promotion of professional development of employees; 4) promotion of choice for women and men. In this case, it is possible to adopt proposals that would take into account new opportunities for all, increased investment in human resources, as well as the conditions for the implementation of innovations in higher education (Figure 1).

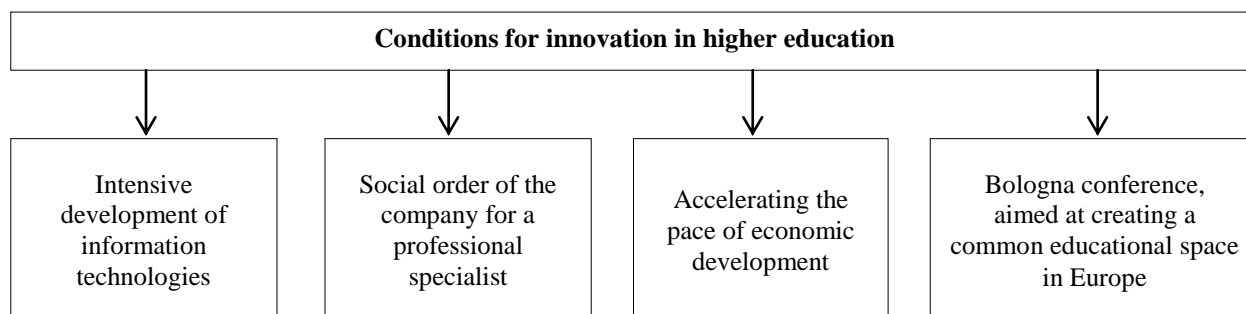


Figure 1: Conditions for innovation in higher education

To create a common European resume form, it is proposed to create a project of qualification requirements, skills, and abilities for those who apply for job search and potential employers in Europe. These qualifications should be easily developed and universally accepted. However, the policy of vocational education should be developed within the framework of flexible conditions and structures for vocational education and training in all spheres of life.

To solve this problem, one needs to quickly change the qualification requirements. It is important to introduce new technical means of training and technical equipment of educational institutions as a whole. It is advisable to strengthen the theoretical part of the training and increase its cognitive value not only at school but also at the workplace. This requires overcoming the shortage of highly-qualified teachers, scientists, and practitioners for the training of specialists, which is a consequence of demographic changes.

DISCUSSION

The reliability of the presented approaches is confirmed by the fact that the system of higher education as a result of strong social changes acquires important social importance. In the debate about the need to reform the higher education system, there is the following thesis: vocational education should be based on the principles of advancing the professional concept (Abanina, I.N. et al. 2018; Mukhlynnina, M.M. et al. 2018; Seredina, M.I. et al. 2017).

The narrow specialization and only the foundations of education cannot create a cost of vocational education and make it difficult to move to a professional path. The center of the strategies of higher education modernization should be based on flexibility and transparency. In the constant and rapid changes in the requirements for practice, these two concepts create the necessary prerequisites for the consistent adaptation of qualifications to the chances of obtaining a higher education by individuals.

With the modernization and development of new professions, new structural models can also be developed. Structural changes in society and the economy can only be achieved through the final socially-determined development of all components of lifelong learning. In improving the system of higher education, the following foundations must be created for all people: willingness to learn throughout life and the ability to do so, as well as new educational opportunities in everyday life and at the workplace (Burykin, A.D. et al. 2018; Kurbakova, S.N. et al. 2018; Shakhmametev, A.A. et al. 2018; Zvyagintseva, O.P. et al. 2018).

In the process of improving the system of higher education in the direction of the "society that learns", there are two goals: strengthening the integration of general political, cultural and professional qualities in the general system of vocational education and achieving better compatibility of all educational components of content and methods. This unity of purpose is an important step at the stage of creating new qualification requirements (retraining, improving the level of training competencies). Especially significant is the fact that the economy has offered appropriate opportunities to improve the quality of education at the stage of retraining. Tangible improvements in the infrastructure of essential learning needs should be implemented in collaboration with stakeholders.

CONCLUSION

Summing up, it can be noted that there is a need for broad initiatives in the future for the qualitative improvement of higher education on the part of all its participants and responsible persons. The most important basis for the future prosperity of the world economy and society is a strong and diverse training of young people. However, from the point of view of further development of new educational information means, the importance of non-formal education integrated into the working process will grow.

In many ways, state and non-state education will be combined. Mixed forms will be developed in all areas of training. At that, the self-education will play a more and more increasing role. In the field of higher education, the cooperation between different partners and a wide range of different educational opportunities will be developed in order to give everyone the opportunity to improve their knowledge, both in the personal and professional sphere.

AUTHORS' CONTRIBUTIONS

All authors have contributed equally.

REFERENCES

1. Abanina, I.N., Ogloblina, E.V., Drobysheva, N.N., Seredina, M.I., Lebedev, K.A. (2018) Methodological techniques for assessing the unevenness of economic development in the world. *The Journal of Social Sciences Research*, S3, 8-12.
2. Bukalerova, L.A., Shagieva, R.V. (2013) International cooperation in education: problems of legal regulation in the context of globalization. *Bulletin of Kazan technological University*, 16(16), 50-55.
3. Burykin A.D., Zholudeva V.V., Kuzmina E.E., Melnichenko N.F., Lebedev K.A. (2018) Methodological aspects of assessing the quality of life of regions' residents. *International Journal of Engineering and Technology(UAE)*, 7 (4.38), 96-99. <https://doi.org/10.14419/ijet.v7i4.38.24330>

4. Glebova, G.F. (2014) Classical University and secondary school in the open regional system of continuing education: actual problems of interaction. *Continuing education: 21st century*, 1(5), 119-134.
5. Hatsrinova, O.Yu. (2016) Modern problems of engineering education: view of Florence. *Management of sustainable development*, 2(03), 109-112.
6. Kiselev, I.V. (2015) Practical elements of international cooperation in the field of higher education in the legislation on education of the Russian Federation. *Eurasian law journal*, 11(90), 237-241.
7. Konovalova, E.E., Yudina, E.V., Bushueva, I.V., Ukhina, T.V., & Lebedev, K.A. (2018). Forming Approaches to Strategic Management and Development of Tourism and Hospitality Industry in the Regions. *Journal of Environmental Management and Tourism*, 9(2(26)), 241-247. [https://doi.org/10.14505/jemt.v9.2\(26\).03](https://doi.org/10.14505/jemt.v9.2(26).03)
8. Kosevich, A.V., Kozhina, V.O., Pinkovskaya, G.V., Rybyakova, O.I., Lebedeva, O.E. (2018) Competitiveness management of educational services in higher education. *International Journal of Engineering and Technology(UAE)*, 7(4.38), 284-287. <https://doi.org/10.14419/ijet.v7i4.38.24485>
9. Kurbakova S.N., Ganyushina M.A., Lopatinskaya V.V. (2018) On preserving national languages during globalization as the key problem of the social policy of a modern multiethnic state. *Contemporary Problems of Social Work*, 2(3(7)), 48-54. <https://doi.org/10.17922/2412-5466-2016-2-3-48-54>
10. Leifa, A.V., Sergienko, Yu.P., Lukina, E.Yu., Liu, Yu-Jie. (2015) Experience of international cooperation of China and Russia in the field of education. *Pedagogy*, 5, 121-125.
11. Mukhlynina, M.M., Shishanova, E.I., Nikiforov, A.I., Ryazanova, N.E., Lebedev, K.A. (2018) Economic and legal aspects of environmental protection when using artificial water bodies. *Journal of Environmental Management and Tourism*, 3(27), 633-638. [https://doi.org/10.14505/jemt.9.3\(27\).23](https://doi.org/10.14505/jemt.9.3(27).23)
12. Nechaev, N.N. (2017) Psychological aspects of communicative training of high school students. *Education and science*, 19(3), 120-140. <https://doi.org/10.17853/1994-5639-2017-3-120-141>
13. Nikiforov, A.I., Ryazanova, N.Ye., Shishanova, E.I., Lyzhin, D.N., Lebedeva, O.Ye. (2018) Economic and legal support for the use of coastal territories in a tourism-recreation sector. *International Journal of Civil Engineering and Technology*, 9(13), 1048-1054.
14. Nikolskaya, E.Yu., Pasko, O.V., Volkova, I.A., Anikina, E.N., & Lebedeva, O.E. (2018). Modeling the Competitive Advantage of Companies within the Hotel Industry in a Region. *International Journal of Engineering and Technology (UAE)*, 7(3.15), 293-295. <https://doi.org/10.14419/ijet.v7i3.15.18691>
15. Saadulaeva, T.A., Lebedeva, O.E., Pinkovskaya, G.V., Shaimardanova, L.K., & Gorshkova, L.V. (2018). Statistical Approaches to the Assessment of Qualitative Parameters of Services Market. *International Journal of Pure and Applied Mathematics*, 119(16b), 3839-3843.
16. Seredina, M.I., Tretyakova, G.V., Oberemko, T.V., Kozhina, V.O., Lebedev, K.A. (2017) Impact of external labor migration on labor market development. *Journal of Advanced Research in Law and Economics*, 8(2), 596-600.
17. Shakhmametev, A.A., Strelets, I.A., & Lebedev, K.A. (2018). Strategic Mechanisms for the Future Development of the International E-Commerce Market. *Espacios*, 39(27), 21.
18. Tretyakova, G.V., Azarova, O.A., Levchenko, V.V., Meshcheryakova, O.V., Lebedeva, O.E. (2018) Economic prospects of balanced development of international relations. *International Journal of Engineering and Technology(UAE)*, 7(4.38), 573-576. <https://doi.org/10.14419/ijet.v7i4.38.24625>
19. Zavalko, N.A., Kozhina, V.O., Kovaleva, O.P., Kolupaev, R.V., & Lebedeva, O.Ye. (2018). System Approach to Diagnostics and Early Prevention of a Financial Crisis at an Enterprise. *Journal of Applied Economic Sciences*, 13(1(55)), 84-88.
20. Zvyagintseva O.P., Blokhina O.A., Bannikov S.A., Repnikova V.M., Lebedev K.A. (2018) Development of small businesses at the regional level. *International Journal of Civil Engineering and Technology*, 9(13), 119-126.