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Evolution and current development trends of the Russian Federation's higher education system

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Abstract

The aim of the study is to substantiate evolutionary development stages and current trends in the higher education system in the Russian Federation via general scientific methods of cognition, quantitative and qualitative assessment, methods of comparative and factor analysis, analysis and synthesis, grouping and comparison, the method of logical

generalization. As a result, increasing globalization changes the approach to education. The authors came to the conclusion that it is necessary to take into account the impact of external and inter systemic factors on the development of higher education organizations in the Russian Federation.

Keywords: Higher education evolution, Digitalization, Technologies.

Evolución y tendencias actuales de desarrollo del sistema de educación superior de la Federación de Rusia

Resumen

El objetivo del estudio es sustanciar las etapas de desarrollo evolutivo y las tendencias actuales en el sistema de educación superior en la Federación de Rusia a través de métodos científicos generales de cognición, evaluación cuantitativa y cualitativa, métodos de análisis comparativo y factorial, análisis y síntesis, agrupación y comparación, El método de generalización lógica. Como resultado, la creciente globalización cambia el enfoque de la educación. Los autores llegaron a la conclusión de que es necesario tener en cuenta el impacto de los factores externos e intersistémicos en el desarrollo de las organizaciones de educación superior en la Federación de Rusia.

Palabras clave: Evolución de la educación superior, Digitalización, Tecnologías.

1. INTRODUCTION

At the beginning of the twenty-first century, the basic general background conditions for the world educational space development were formed, which determine the trends and development trends of national educational systems. The UNESCO Declaration, reflecting the new education concept until 2030, emphasizes that the efforts of States

should be aimed at ensuring the accessibility and quality of education. It speaks of the need to further reform public education systems and improve national educational standards.

A major role in the higher education system development belongs to the globalization of all socio-economic processes, including the education system. The essence of globalization and its impact on national education systems, the basic tendencies of education development in the context of global processes, have been considered from the first decade of this century (GUNN, 2017; VINOGRADSKAYA, 2016).

To justify the further education prospects development in the Russian Federation and to develop appropriate projections, we need to conduct research into the causes of dynamic system changes for a sufficiently long period, define the composition of educational process subjects, whose actions initiate changes in the educational environment, content description of these actions and their consequences (BUTAKOVA, 2014).

2. METHODOLOGICAL FRAMEWORK

The methodological basis of this study was the work of domestic and foreign authors in the field of vocational education management and the development of the educational services market in the Russian Federation. To

analyze trends in the development of Russian education, the authors of the article used the methods of economic and statistical analysis. The source of information for the analysis was official statistics. In the process of conducting the research, general scientific methods of cognition, quantitative and qualitative assessment, methods of comparative and factor analysis, analysis and synthesis, grouping and comparison were used, while formulating conclusions based on the results of the study, the method of logical generalization was used.

3. RESULTS

3.1. The evolution of higher education development in the Russian Federation: the main stages

At the first stage of the study, the authors of the article analyzed the dynamics of admission in the organization of higher education in the Russian Federation during 1985-2019, the results of which are shown in Figure 1.

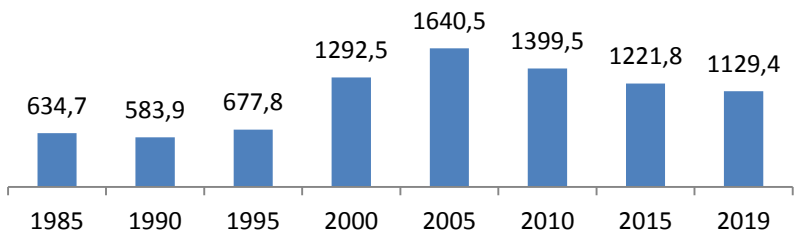


Figure 1: Dynamics of Admission to Study for Undergraduate, Specialty and Master's Programs in Higher Educational Institutions of the Russian Federation, 1985-2019. 9 years, thousand persons

According to Figure 1, it can be seen that in 2000 the number of students in universities in the Russian Federation sharply, almost doubled compared to the previous year, due to the opening of a large number of non-state universities with a simultaneous decrease in the requirements for the level of applicants' knowledge. The largest number of students in higher educational institutions of the Russian Federation was registered in 2005 - 1,640,500 people, followed by an increase in the number of higher education students. This is due to several reasons, among which there are three most important:

- The closure of educational programs in non-state and part of state universities that have not passed the state accreditation procedure (implemented every six years);
- Reduction in the number of school leavers - for the demographic hole of the nineties;
- Popularization of secondary vocational education and the provision of a large number of budget places for college graduates.

The data on the quantitative and qualitative dynamics of admission to study under the undergraduate, specialty and master's programs in higher educational institutions of the Russian Federation allowed the authors of the article to distinguish three qualitatively different periods of higher education development in the Russian Federation since 1985 regarding the admission of applicants to universities:

1. The period of prerequisites accumulation for the active admission growth to higher education organizations (1985 - 1995). This period is characterized by the beginning of market transformations in the country, the emergence of the market for educational services, the creation of a legal framework for the functioning of educational organizations in a market environment. The number of people accepted during the allotted period did not remain unchanged, but on the whole, in 1995 compared with 1985, intake increased by 7%.
2. The period of active growth in the admission of applicants to higher education organizations (1996-2005). At this time, there is an increase in the number of non-governmental educational organizations, branches, an increase in the number of admissions to state and non-state higher educational institutions on a paid basis. The number of people enrolled in 2005 was 242% compared to 1995, with constant growth over the entire period, due to both a positive demographic trend and institutional changes in the Russian education system.
3. The period of decline in admission to higher education organizations (2006 - present). During this period, a change in the trend direction characterizing the higher education development is also associated with demographic factors, the sources exhaustion in the extensive growth of the higher education system in previous years, and intersystemic transformations to ensure a new quality of student training. The number adopted in 2019 was less than 70% of the 2005 level.

3.2. Trends at different stages of the higher education system development in the Russian Federation

The next stage of this study was to analyze the impact of the educational services market entities on the higher education system in the Russian Federation in two last periods and the main trends. Based on the impact analysis of the educational services market entities on the higher education system in the Russian Federation the following entities were substantiated to have an impact on the higher education system in Russia: the world educational community, public administration system in Russia, the country's population (society), employers. Next, consider separately the effect of each of these entities in the development of Higher Education systems in the Russian Federation.

First of all, let us consider the basic trends in the development of education of communities and as well as the very system of government in the Russian Federation, the Russian system of higher education (Table 1).

Table 1: Effect of the world educational community and the public administration in the Russian Federation, the Russian system of higher education: key trends

Subject of exposure	Impact content and main trends	
	1996 - 2005	2006 – 2020
World educational community.	The main trends:	
	<ul style="list-style-type: none"> • increasing academic mobility of Russian students and teachers. • increased competition in the global markets for educational services. 	
	Development of scientific and educational ties between higher education organizations in different countries. The desire to unify programs	Revitalization of higher education organizations to attract foreign students. The desire for higher education organizations in all countries to enter the world rankings.

	and recognition of learning outcomes in the global educational space.	
The system of government in Russia	The main trends:	
	<ul style="list-style-type: none"> • Education is a national priority. • vocational education is an area that can generate income. • vocational education - investment in human capital. 	
	Formation of the legal framework for the development of higher education. The development of market relations in education. The growth of total costs of higher education on a national scale.	Implementation of national projects in the field of education. The competitive approach to financing higher education organizations. Differentiation of higher education organizations. The development of the legal foundations of the higher education system, the transition to level training. Strengthening the regulatory and supervisory functions of the state.

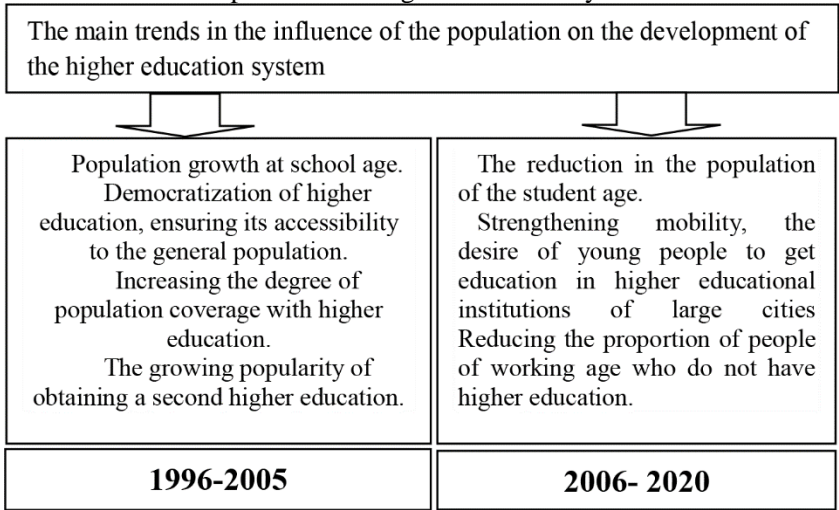
As can be seen from the data in Table 1, in general, the modern system of higher education in Russia is developing based on long-term national projects aimed at improving the competitiveness of Russian education, including by strengthening the position of Russian universities in international rankings.

If we consider the influence of the country (society) population on the Russian system of higher education, then we can note two rather negative trends:

- The transition from elitism to the mass of higher education with a general decrease in the level of training for the country's economy.
- Reduction of training quality in general and secondary education (schools, gymnasiums, lyceums).

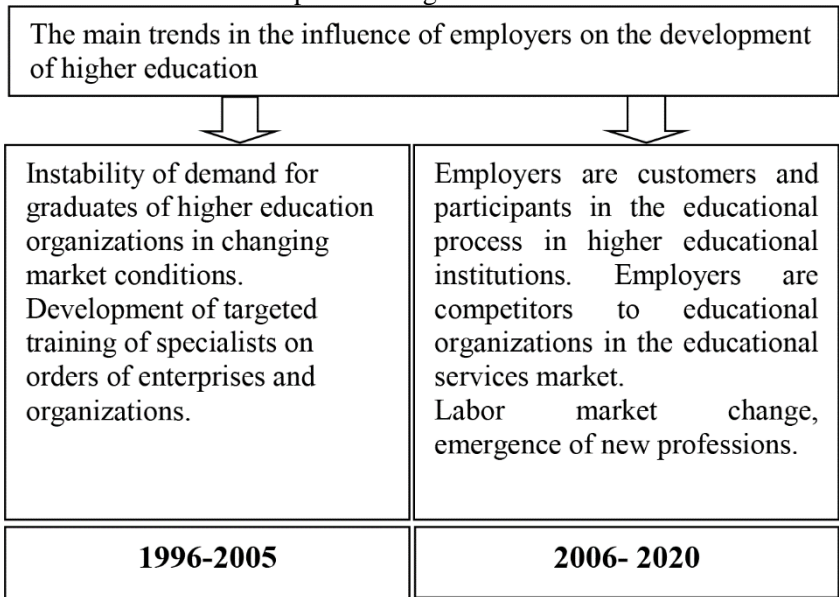
But at different stages, the influence of the population on the development of the higher education system manifested itself in different ways (Figure 2)

Figure 2: The main trends in the influence of the population on the development of the higher education system



Considering the impact of employers and their associations on the development of the higher education system in Russia, starting in 2000 and especially after 2012, the main trend was not just the orientation of training on labor market requirements, but the transition to new educational standards developed based on professional standards cured by professional employer communities. The influence of employers on the development of higher education in the period from 1996 to the present has changed (Figure 3).

Figure 3: The main trends in the influence of employers on the development of higher education



In general, the results of a study on the trends in the influence of various factors in the development of higher education, we can conclude that and Changing content characteristics influence in selected periods provided multidirectional and differently intensive impact on the dynamics of admission to the organization of higher education. The greatest dynamics of students' reception is correlated with the characteristics of the population and with the objectives of State policy in education.

3.3. The use of information and communication technologies in higher education, Russian Federation

At present, the conditions under which the educational system is developing are characterized by the constancy of large-scale and multidirectional changes, and the development process itself has become non-linear. The main reasons for the changes are the demands of society and changes in the educational system itself. The new paradigm always meets resistance to changes and is accompanied by an active search for adequate managerial decisions. It should be noted that the subjects and initiating changes themselves are subject to change that highly complicates the problem, requiring a systematic study on the impact on the educational system. Increasing Globalization changes the approach to education. The most important global trend that changes systems in education is the turbulence of the world economy and the Digitalization discovered essentially new possibilities of transmission and processing information based on information and communication technologies, changed learning process in universities.

The most discussed issue of Russian education in recent years has been the digitalization of the educational environment. In particular, BUTAKOVA & SOKOLOVA (2012) describe the contours of the digital economy formation in Russia and its impact on the education system.

Table 2 shows the data on the implementation of educational programs using e-learning at Russian universities in 2019.

Table 2: The use of information and communication technologies in higher education, Russian Federation, 2019

Indicator	Level of educational programs		
	Undergraduate	Specialty	Master
1. The number of educational programs implemented in public and private universities, units Including:	26,579	3 635	16,283
• in state universities, units	24,555	3,444	15 736
• in private universities, units	2,024	191	547
2. The number of educational programs implemented using e-learning in public and private universities, units Including:	6,990	869	4,274
• in state universities, units	6 829	862	4 201
• in private universities, units	161	7	73
3. The number of students in public and private universities, people Including:	2 814 179	753 393	531 673
• in state universities, people	2 534 031	724 433	508 792
• in private universities, people	280 148	28 960	22,881
4. The number of students in programs implemented using e-learning in public and private universities, people Including:	610 114	112 129	117 632
• in state universities, people	571 685	110 922	115 002
• in private universities, people	38,429	1 207	2 630

The analysis of the data in Table 2 confirms the authors' conclusions about the fairly active use of e-learning in Russian universities: in 2019, using e-learning, 26.3% of undergraduate

programs, 23.9% of specialty programs, 26.3% of master's programs were implemented. It should be noted that the share of such programs in state universities is much higher than their share in private ones.

The general and specific characteristics of the subjects' impact on the higher education system of the Russian Federation highlighted by the authors can be taken into account when developing medium-term forecasts for the development of the system, and making managerial decisions at different levels of education management.

4. DISCUSSION

In modern domestic and foreign scientific literature, considerable attention is paid to the development of higher education. Problems and challenges for the Russian education system (USTYUZHANINA & EVSYUKOV, 2018) are primarily associated with the speed of its entry into the global market and the voluntary adoption of a peripheral position, the quality of existing software products and artificial intelligence (BUTAKOVA, SOKOLOVA, ZAITSEVA, LARIONOVA, KOZLOVSKIKH & PALASTINA, 2018).

Competences for the digital economy allow you to determine the necessary changes in the content of education in universities. Many other experts are unanimous that the dynamic development of information technology leads to the emergence of innovations in

teaching and educational services (BOGOVIZ, SEMENOVA, GULYAEVA, & LOBOVA, 2019). Paying attention to the ambiguity of the mass transition effects to distance learning through information technology, BROMWICH (2015) notes, that education - is the transfer of not only the facts but also the art of intelligent search, which requires communication with students face to face.

Evaluation of the consequences of globalization processes for higher education in Russia is ambiguous, including new possibilities of integration into the world educational space and the problems associated with the maintenance of competitiveness and national identity of the domestic system of education. Understanding the scientific discussion on the problems of the development of higher education made it possible to substantiate the author's position on the periodization of the development of higher education in 1985-2020, systematization and typology of the substantial characteristics of environmental factors impact.

5. CONCLUSION

As a result of theoretical and practical studies of higher education development, the authors came to the conclusion that it is necessary to take into account the impact of external (international) and intra-systemic (Russian) factors. The authors, having studied the causes, conditions, development trends of the domestic higher education system, identified periods of the system

development, general trends and specific characteristics of educational services market entities impact on higher education organizations in the studied periods. The results can be taken into account when developing medium-term forecasts for the development of the system, making effective management decisions at different levels of education management.

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