

Knowledge and crisis, tolerance and competitive ability: what are the cross points?

Mikhail Grigorievich Balykhin

Moscow State University of Design and Technology, Sadovnicheskaya street, 33/1, Moscow, 117997, Russian Federation

Abstract. The modern tendencies in world and Russian education involve the tendencies-challenges. An increasing *gap between the quality of education and growth of requirements to specialist's competencies* has become one of them. The second tendency is the *commercialization* of education. The third tendency, influencing greatly on the sphere of the higher education in the whole world, is the *informative transformation*. The content of education will be aimed at not only acquisition of ready special-purpose knowledge, but also at the formation of creative and social competencies, and at the formation of readiness to reeducation.

[Balykhin M.G. **Knowledge and crisis, tolerance and competitive ability: what are the cross points?** *Life Sci J* 2014;11(7s):166-168] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 32

Keywords: quality of education, competitive ability, market of educational services, innovative practices, activity paradigm, tendencies of development

Introduction

A lot of questions arise in post-crisis epoch. For instance: what are the reasons so strong crisis, if the world economy is based on knowledge and prediction of crisis or their reasons go beyond the knowledge about world and society? The reply cannot, evidently, be provided here and now. Alongside with that, it does not mean that you cannot think about the future of civilization, hoping only for modernization and innovative development of education [1]. It is necessary to hope and to present the ways, means, qualitative changes in the system of world and Russian education, the analysis of which becomes the topic of this article.

The economy of postindustrial type requires people, who are able to work with modern technologies in changing environment, to evaluate the situation by them and to make optimal decisions. The global crisis in educational sphere is in the fact that it continues to make people ready to the needs of leaving economy.

By the end of the XX century there was formed a whole branch of world economy - *the international market of educational services* with annual volume of sales, equal to several dozens of billions of dollars and volume of consumers, equal to several millions of trainee. There appeared a new branch of export - the obtainment of the higher education by foreign students. As per evaluations of the World Trade Organization, the size of world educational market is USD 50-60 bln. A continuous leader in this sphere is the USA, controlling almost a quarter of world financial educational return. The second place in the volume of educational sales is taken by Great Britain (15%). Then go German and France: the first takes a little more than 10% of the world market, the second one takes a little less. The

list is completed by Australia, Canada and Spain, taking 7-8% of the market each [2].

A moderate place of Russian higher education in this row (deciles of percent of world market) testifies about uncompetitiveness of our higher school [3].

At that, the globalization goes through standards and diplomas. More and more educational programs follow the international, but not the national quality standards. *Those educational systems, which do not participate in international competition for the foreign students, and , consequently, in the quality standards competition, finally, make their countries uncompetitive not only in the sphere of education, but also in the sphere of economy.*

Explosive development of digital technologies resulted in the fact, that the content of education in whole and the content of subject knowledge in particular do not belong to the unique property of the specific professor, and in last time - the specific educational institute. It makes us, as a minimum, to reconsider the forms of knowledge delivery and evaluation in the educational process.

The situation in Russia, apart from the abovementioned problems, is characterized by special tendencies. Demographical processes have the serious impact on the position of Russian education at all levels. The demographical fall mainly affected the comprehensive school: for 10 years the number of pupils reduced from 22 to 14 mln. In the coming years the reduction of students will begin at all levels of professional education: the number of prospective students will reduce twice in 2010, as compared to 2006 [4].

A high age of the teaching personnel and managers of the higher education institutions is typical for Russian higher education: the age of 36.6% of

teachers exceeds 65 years. For the last years, it is observed the flow of youth into the higher educational institutions, but the tempos of natural aging are still higher than the dynamics of renewal of professor-teaching personnel, and, factually, we have *the generation gap*. At that, incredible as that may seem, the growth of fiscal capacity does not promote the renewal of personnel in education: the better is the financial situation in the system, the less are there the wishful to leave the places, providing the youth with the career growth possibilities.

Today, the higher education is not the social ladder or elevator, but a peculiar social institute of conservation, not adapted to competition in external environment [5].

The list of tendencies can be completed by their brief enumeration, as each Russian patriot is concerned about them: *external tendencies* - decrease of competitiveness at global market; the higher school does not form the innovators and provides a small quantity of innovative ideas; the quality of education continues to reduce etc; *internal tendencies* - 60% of men and women go to the higher educational institutions, but there are no more than 30% of dedicated specialists in Russia; the training of qualified executives has become weak; Russian vocational and technical institutions do not provide modern qualifications; the school, overloading the children with knowledge, is unable to provide the acquiring of useful skills; there are many hindrances, destroying the formation of values, social competence and tolerance in young people.

What are the main hopes? As is known, Russia regenerates "through challenges", but it is more difficult to build its development and the development of the required, competitive, qualitatively-innovative education as a result of non-system measures, in the absence of complexity and perspective, foresight and long-run analysis.

The goals for the next seven-ten years are the following. The share of Russian higher educational institutions shall increase up to 10%. In monetary terms, it means that the annual income from foreign students training in Russian higher educational institutions shall constitute not less than USD5 bln. and become comparable to the budget financing of this sphere (today in Russia the number of foreigners from the total number of students is less than 1%, providing the annual income about USD100 mln.) It is more important that the export of education provides the country with not only direct economic benefit, but also the expansion of its social, economic and engineering standards [6]. *The annual income of professors* in top Russian universities can become comparable to some extent to the income of colleagues in highly-developed states (the average

income of a professor in Europe is from USD60 to 80 thousands, in the USA it is from USD80 to 120 thousands). However, it is impossible to turn education in prospective branch for career and self-fulfillment of young researchers and teachers, if non-competitive social conditions are kept.

Not less than 25% from the educational sphere shall be financed *on the part of economic sector* (today this share is less than 5%). It is referred to the target training of specialists, financing of definite programs of professional education, funds of special-purpose capital and other ways of manifestation of investment business interest in the activity of educational institutions [7].

The share of research work and research and development activities in the structure of leading universities shall constitute not less than 25%. The training of highly-skilled specialists, adequate to modern life, can be executed only in unity with real research and development works. Those, who do not carry out their own research work and/or are not involved into the implementation of social-economic projects, cannot be considered the full-featured professors and teachers. New solutions, strategies and tactics are necessary for it. Such attempts to reveal and evaluate them with regard to the Russian education are made. It is studied the educational experience of countries, actively creating the innovative economies. However, the direct borrowing can turn into conservation of retardation for Russia, as there is a danger to rest not on the newest, but on the mass practices. Secondly, some "align" solutions can be badly applied in conditions of Russian society and economy. For instance, in Mexico and other countries of Latin America, there appeared huge universities, which actively use the unified remote educational methods. It is obvious, that it is not suitable as the mainstream development of the higher school of Russia, where the cultural-educational level of population is higher, and there is a wide tradition of seminars and scholar schools in the universities.

On the other hand, in Russia, both inside the developed educational system and outside it, the practices, meeting the modern requirements, still appear. The sources of these practices lie in innovative boom of the beginning of 1990. In the last years a significant positive role was played by the National Priority Project "Education", supported the innovative practices in schools and universities [8].

Some innovative practices are shown as a reaction of progressive elements of educational system to changes in Russian economy and society. These are author schools, embedding of training centers of corporations into universities, faculties of pre-university training, university districts and internet-schools, filling the methodological and informative

gaps between schools and universities. The other practices - the result of attempts of educational system clients to fill the "educational gaps" with their own efforts. Thus, in the last years in corporations there was formed a significant sector of training centers, which gradually begin to work not only at internal needs, but also at external market. In the Internet, there is a great amount of reference and educational resources, supplementing the official set of educational resources [9].

One of the obstructions in qualitative and progressive development of educational system is the formation of corpus of system managers, ready to subsequent and meticulous work, the results of which will be noticed in 5-10 years [10].

One of the urgent issues of the agenda is the change of content, method and pedagogical technologies in modern education, the technological platform of which (lecture-seminar model) remained unchanged for 250 years, since Gumbolt university model had appeared.

This model was successfully implemented in the best Soviet scientific and engineering institutes, however, in conditions of mass higher education, the ideology of passing of "ready tasks" shall be gradually replaced by the ideology of competence formation, and the *paradigm of knowledge transfer shall be replaced by the paradigm of activity*. The tasks to reveal and transfer modern ways of organization and control of human thinking (educational, scientific) work shall come to the foreground. The methods shall be also changed: the projective approach, case-study, for instance, in management education, decisively demonstrate the effectiveness of active methods, as compared to the passive lecture-seminar model.

Focus and orientation at education during the whole life shall become not the additional education, but give a possibility to personalize the educational paths, providing the tolerance of educational system [11].

A number of fundamental consequences are connected with it:

- sharp increase of selection, formation of open market of educational programs and modules, instead of the pre-established standard;
- clear and plain system of acknowledgement of educational results in each module;
- new regulation of educational market; the state cannot control the quality of educational programs;
- the focus of regulation shifts to the provision of completeness and adequacy of information, provided by market participants;

5/1/2014

-at that, the organizational borders of educational system dissolve, as the renewal of competences and the obtainment of academic credits can occur in real production of goods, knowledge and technologies. It will be implemented only in this way.

Corresponding Author:

Dr. Balykhin Mikhail Grigorievich
Moscow State University of Design and Technology
Sadovnicheskaya street, 33/1, Moscow, 117997,
Russian Federation

References

1. Balykhin, G.A., 2013. Management of Educational Development. M.: Economy, pp: 428.
2. Balykhin, M.G., 2009. Development Tendencies of International Market of Educational Services at the Example of Countries of European Union and Russian Federation. M., pp: 154.
3. Volkov, A.E. and Ya.I. Kuzminov, 2009. Russian Education - 2020: Educational Model for Innovative Economy. M.: Delo Publisher, pp: 19-47.
4. Education and Society: is Russia Ready to Invest in its Future? 2010. A Report of Public Chamber of RF. M., pp: 85.
5. Balykhin, G.A., A.P. Berdashkevich and A.V. Kalinin, 2009. National Russian Educational System: Nature and Sources of Economic Support. M.: State Duma Publisher.
6. Fokov, A.P., 2007. Higher Education in Russia and Western Europe (Civil Aspects). Legal Education and Science, 2.
7. Gorshkova, L., 2012. Developing Countries on the World's Educational Market. Emerging Economies: Development Challenges and the Innovative Approach solutions – Russian Emirates Publishing, Dubai, UAE.
8. Internationalization of Higher Education: Trends and Developments since 1998, 2003. The International Association of Universities.
9. Global Education Digest 2004, 2004. UNESCO Institute of Statistics, Montreal.
10. Thurow, L., 1999. Creating Wealth. The New Rules for Individuals, Companies and Countries in a Knowledge-Based Economy. L.
11. Stevens, B. J., 1984. Comparing Public and Private-sector Productive Efficiency: an Analysis of Eight Activities . National Productivity Review, 3.