



Nuevos escenarios para la estrategia de desarrollo universitario en el espacio educativo internacional


New scenarios for the university development strategy in the international educational space

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Resumen

El objetivo de esta investigación fue mostrar cómo diversos enfoques para comprender el papel, el lugar y la misión de la universidad han sufrido cambios en el contexto de la retrospectiva histórica y la sociedad moderna. La base metodológica del estudio son los trabajos clásicos y modernos de científicos y especialistas rusos y extranjeros, los métodos de generalización y análisis teóricos, el método de sistematización, el análisis interdisciplinario y comparativo de trabajos sociológicos, filosóficos, culturales y económicos en el campo de la educación superior, educación, y evaluaciones de expertos y análisis de los datos secundarios. Como resultado, se identificaron las principales tendencias en el desarrollo de las universidades y los determinantes socioculturales de la transformación de las universidades. Se analizó la erosión de los formatos universitarios tradicionales y la transición a formas digitales de comunicación educativa y científica. A pesar de las transformaciones socioculturales actuales y la aparición de nuevos modelos de universidad, la universidad resuelve sus principales tareas de formar una persona pensante y formar especialistas de alto nivel. Sin embargo, estos procesos obligan a la universidad a revisar las estructuras y principios tradicionales de existencia, así como a estar más atenta al proceso de incremento de nuevos conocimientos e información, para no caer en los extremos de quedarse exclusivamente en la educación o la ciencia.

Palabras clave: Globalización, misión universitaria, educación, sociedad del conocimiento, universidad.

Abstract

The objective of this research was to show how various approaches to understanding the role, place, and mission of the university have been transformed in the historical retrospective and modern society. The methodological basis of the study is classical and modern works of Russian and foreign scientists and specialists, the methods of theoretical generalization and analysis, method of systematization, interdisciplinary and comparative analysis of sociological,

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philosophical, cultural, and economic works in the field of higher education, and expert assessments and analysis of the secondary data. As a result, main trends in the development of universities and the socio-cultural determinants of the universities' transformation were identified. The erosion of traditional university formats and the transition to digital forms of educational and scientific communication were analyzed. Despite the current socio-cultural transformations and the emergence of new models of the university, the university solves its principal tasks of forming a thinking person and trains high-level specialists. However, these processes force the university to revise the traditional structures and principles of existence, as well as to be more attentive to the process of new knowledge and information increment, so as not to fall into the extremes of staying exclusively in education or science.

Keywords: Globalization, university mission, education, knowledge society, university.

Introduction

Since the second half of the twentieth century in modern science, the issue of the crisis and civilizational consequences for the University has been increasingly raised. The thesis about the existential value of the university, its “eternal” status stimulates intellectual development, where there is certain anxiety associated with the fate of the “Temple of Science”. Today, in the context of the transformation of the socio-economic situation worldwide and the emergence of a knowledge society, the university's academic mission is being rethought. Knowledge is increasingly becoming one of the main productive forces, and its effective use is the most significant strategic factor in the development of the entire society. The formation of the social, technological, and economic aspects of the knowledge society culture is carried out by the creative function of the university.

The critical vector in the development of the new era university is preserved and strengthened so that the new era university will become a center of social prestige and power, inequality, and almost the monopoly in the social lift. However, one can see that countries in their imaginary scenarios of the “university of the future” in one form or another return the classical (in the vein of W. Humboldt) (Humboldt, 2002) educational and social mission (Ortega y Gasset, 2005) of the university, sometimes even by way of modern modifications (Illich, 2006; Lomer, 2017; Jusuf et al., 2020; Makarova et al., 2019). Along with this, a neutral (modular) position regarding the future of the university can be noted, which consists in the fact that the “idea of the university” can currently be used as an “umbrella”, a framework, a kind of a flexible set of domains for branches of knowledge and individuals (Engwall, 2020; Rothblatt, 2012).

Since the Middle Ages, the trend towards the enlargement of cities and the expansion of markets is also maintained. Universities remain particular corporations, associations, or

communities of equals, trying to preserve the original principle of training, which involves teaching students to think in a structured and holistic way, to be able to formulate problems and find ways to solve them (Gleason et al., 2018; Kolenick, 2016). In 1809 W. Humboldt prepared a memorandum “On the Internal and External Organization of the Higher Scientific Institutions in Berlin,” actually preserving the value of Knowledge free from practice and “professions.” The treatise, on the one hand, fixed the necessary rules for the existence of fundamental scientific knowledge, and on the other hand, funding was transferred to the state, and professors cannot be appointed independently, because a university corporation could lose incentives to work for the good of society without producing knowledge that surpassed its own. However, responding to the current challenges and maintaining their relevance, modern universities are actively supporting applied, professional education to partially compensate for the emergence of alternative social lifts and the loss of independence from government institutions. Along with this, as noted by some researchers, and among them B. Readings, there is a collapse of the national and cultural mission of the university, which transforms its role in society by leveling its reason for existence, as “the creator, protector, and inculcator of an idea of national culture” (Readings, 2010).

Literature review

More studies worldwide are devoted to the problem of transforming the role and place of the university as a social institution in the conditions of the formation and development of modern society (Sadovnichy et al., 1995; Strogeskaya, 2009; Gezalov, Korkiya & Mamedov, 2018; Pavlova, 2020; Barnett, 2012; Rothblatt, 2012). H. Ortega y Gasset (2005) carried out the analysis of the phenomenon of the university and university education as a specific type of culture, which, along with solving the main task – getting a higher education and training an excellent professional, should “make the average person a cultural personality, raising him to the current level. Thus, the first and central function of the university is to become familiar with significant cultural areas of knowledge” (Ortega y Gasset, 2005). However, due to the absence of the need or necessity in the average person to become a scientist, scientific research does not belong to the basic functions of the university, although engaging in science is a natural matter for it.

Determining the purpose of the university’s existence, formulating its mission is today one of the main problems of the presence of the university as a center of advanced spiritual movement (Engwall, 2020; Gleason, 2018; Hawawini, 2016; Pavlova, 2020; Studen, 2009). A conflict arises, concerning knowledge as a service or as a common benefit, and is accompanied

by an active search for a new useful model of the university (Kolenick, 2016). Analyzing the competition level in the educational services market allows for assessing the threats to a traditional university, the ratio of the quality of education, and the services provided to students' opportunities, as well as to understand the directions of transformation of the role of a classical university (Garayev & Khan-Khoyskaya, 2017). The policy of educational institutions with regard to students acting as conductors of public diplomacy, bearers of different national cultures is changing (Lomer, 2017; Herwany, Kurniawan, & Gunardi, 2020). Gezalov, Korkiya & Mamedov note the loss of models and methods of effective self-justification in modern reality by modern universities, which leads to a revision of the main functions of the temples of science (2018). Understanding that the education system created under the conditions of the scientific and technological revolution and the industrial society no longer works and requires its reformatting, considering the transition to a post-industrial society, a knowledge society, and a new type of economy (digital economy), suggests a significant revision of both the educational content and the teaching methods (online courses, development of networking, etc.) (Neborsky, 2015; Kolesnikov, 2015; Barnett, 2012; Curaj et al., 2017; Rothblatt, 2012).

In a market economy, the university also becomes one of the market participants. It begins to take an active part in the struggle for resources (finance, students, teachers, etc.), which is expressed and reflected in the university ranking and forms this rating. This involves modernizing universities, creating large university complexes, and building a new strategy in a society with a market economy. Researchers note the reluctance of students to perceive education solely through the prism of economic utility (Kolesnikov, 2015), which in the new conditions still does not guarantee a lifelong career. The active use of digital technologies and the translation of familiar learning formats online is considered in the analysis by Sarajev (2014), when not only the channel for the dissemination of education changes, but also the delivery of information, the assimilation of knowledge by a person (gamification, distribution of simulators, the reality of injury simulators, 3D reality, etc. etc.). Particular attention should be paid to the conflict of values in the discussion about the fate of a modern university, expressed in relation to knowledge as a service or as a common good (Fadeeva, 2015). The area of influence of the university (especially the regional classical university), determined by its intellectual, scientific, cultural and administrative potential, is undergoing a special transformation (Shafranov-Kutsev, 2005). Today, young people are ready to move around the world in order to obtain quality higher education and universities increasingly depend on them as sources of profit (Forstorp & Mellstrom, 2018), which requires a new approach to the analysis of the forming transnational educational space (Hajisoteriou & Angelides, 2016).

For the other hand, there is a growing demand for those with specialized knowledge and skills valued both in science and industry. Increasing competition between universities around the world for talents, funding research work leads to a rethinking of the relationship between various subjects of the educational process (university, government, commercial enterprises and organizations, entrepreneurs, students) and, in some cases, building fundamentally new relationships between them (Barber, Donnelly & Rizvi, 2013). This leads to the actualization of the problem of the relationship between the production of knowledge and the production of economic values. In particular, the definition of the value of knowledge and the relativity of this value, the rate of increment and obsolescence of knowledge, the optimal use of knowledge to obtain the maximum benefit, etc. (Rullani, 2007).

Methodology

The methodological basis of the study is the methods of theoretical generalization and analysis, methods of systematization, a systematic approach, interdisciplinary and comparative analysis of sociological, philosophical, cultural, and economic works in the field of higher education, and expert assessments and analysis of the secondary data. The use of the systemic method allowed considering the main trends in the development of universities in the unity and interrelation of all aspects and determinants. The authors also applied the phenomenological method to highlight the specific characteristics of this institution. Determining the socio-cultural determinants of the process of universities' transformation has undoubtedly been performed using structural and functional analysis.

The theoretical foundation for the analysis of university development in the global public educational space is based on classical and modern works of Russian and foreign scientists and specialists. Understanding the university as a stronghold of advanced ideas for the development of the state, science and education (Humboldt, 2002), the fundamental role of science in the formation of the individual and society as a whole, as well as the role of the university in changes in the education system (Fichte, 1993). Considering the university as a special place not only for learning, but also for participating in research and obtaining scientific education, a place where the formation and development of consciousness of the era in the highest form takes place (Jaspers, 2006). Sadovnichy (1995) raises the problem of university development in the context of a crisis and a decline in interest in higher education. Barnett (2012) analyzes the transformation of university education in the face of global economic change and the information revolution. Particular attention is paid to the transformation of the mission of the university and its role as an actor in modern society (Engwall, 2020), a source of

sustainable development of society, attention to the preparation and development of a person to act in new conditions (Kolenick, 2016), the emergence of global educational institutions, global, transnational universities and their role in global society and economy (Hawawini, 2016).

The works reflect the peculiarities of the formation of the university education in Europe and Russia (Curaj et al., 2017; Lomer, 2017), the dissemination and use of knowledge in the socio-economic life of society through the university community (Rullani, 2007), the phenomenon of university education as a specific type of culture at the micro- and macro-level (Shtuden, 2009), transformation of institutions of higher education, the manifestation of new functions and missions of universities (Illich, 2006; Strogeskaya, 2009).

Results

At the turn of the 20th-21st centuries, universities have entered the transnational economy. As actors in this process, the new era universities are no longer connected so much with the “modern” concepts of the nation-state and culture, as with the pragmatics of effective management, the corporate ideology of “high quality” and “knowledge capitalism” or the so-called “cognitive capitalism” (Rullani, 2007). In the new conditions, the previously identified three basic models of a European university are undergoing profound transformations or are losing their positions. We mean A. Smith’s liberal English system, where the university is understood as an institution of society, where consumers and producers of knowledge meet. As for the French model of the university of the Napoleonic era, the emphasis was on actual practical, most often technological, knowledge. The model of a classical university was substantiated by Humboldt. According to it, the university is perceived as a particular institution with cultural and educational value in itself (Gilyazova & Zamoshchanskaya, 2019). The introduction of commercial activity, or academic capitalism, into the work of any specified model of the university, as well as the managerialization, “McDonaldization” of education leads to the emergence of many other diverse models of the university, which often do not meet the requirements and status of the University in the classical sense. It is no coincidence that the phrase – end of the era of mandarins – has acquired the right to life in Western literature.

Today, the implementation of the “lifelong learning” principle is not attached to any of the classical institutions. It can be obtained as experience and fixed in passing the test, presented as narrowly focused courses, an answer to the need of any group of people for information of a specific type. The globalization processes, which have engulfed almost all countries of the world, have affected the formal structures of education, which must now be more flexible and promptly respond to emerging technological changes, consider the ongoing restructuring in the

economic sphere and respond to public requests and demands (Makarova, Makarova, & Korsakova, 2019). In the emerging new conditions, sociologists identify some civilizational factors (or challenges) that determine the education system at different levels. These are, first of all, the scientization of everyday practices and the emergence of the Internet, the apparent dominance of visual and consumer culture, the strengthening of migration flows and the deterritorialization of social life (or “new nomadism”), the influence of transnational economic interests and a new understanding of traditional norms (freedom, creativity, meaning and goals).

Various dimensions of globalization transform educational formats, management structures of universities, and established university practices (educational process, methods of organizing and presenting material, forms of knowledge check, research practice, and educational and scientific career directions) towards expanding the variability of technologies and educational opportunities. Researchers (Barber, Donnelly & Rizvi, 2013) speak about the emergence of new types of modern universities that position themselves as an elite university, a mainstream university, a niche university, a local university, a university that provides lifelong learning. With the introduction of this typology, it is possible to frame the requirements of a global society and market among different types of universities. The question remains open whether, given such criteria; every kind of educational institution will in fact be a university in the classical sense.

Barber, Donnelly & Rizvi (2013) single out some characteristics that distinguish each of the identified types. The history of the university, its staff, a set of programs, funding, activity in scientific research, etc. distinguish them from each other. An “elite university” usually has a long history and can boast of having well-known alumni. Famous scientists who have received recognition in the academic environment are involved in teaching. Such educational establishments attract talented youth from all over the world, who are interested not only in educational programs but also in the opportunity to take part in the scientific work of the university (a significant number of research grants) and the opportunities existing for them in establishing personal contacts with specialists (e.g., the mentoring system). A right level of education is provided by “mass universities” which are focused on meeting the growing mass demand for a higher education diploma. Students have a large selection of various courses and disciplines that meet world standards and use the world’s best practices in teaching methods and providing new opportunities for professional development. Students can take part in drawing up their curriculum. As a rule, practitioners and not just scientists are primarily involved in teaching.

Private for-profit or “niche universities” have a wide range of disciplines in the chosen “niche,” a learner-centered approach to direct or online learning. Often a company and train specialists exclusively for its professional needs own such educational institutions. “Local University,” as the name suggests, acts for the needs of the regional economy, provides training in skills for applied research, is one of the most influential universities in the country, and includes universities teaching disciplines that require the personal presence and practical work (medical, technical, etc.). These national universities have a low to medium level of international coverage and international student population. Generally, curricula include only a few courses of interest to international students (Hawawini, 2016).

It should be borne in mind that these are not models of universities as it is, still models, or ideal types of new structures, some of which are based on classical education, others significantly pragmatize and orient them to narrow professional needs, and still others are generally transformed to the point of losing their status. The entry of the university into the global economy, its transformation into one of the products of the worldwide market goods and services, is interpreted by many researchers not just as “extinction” or its threat, but as a process that contributes to the inclusion of the university in the legitimization of social inequality, social injustice, and the attack on democracy (Oleinikov, 2013).

In 2019, the All-Russian Public Opinion Research Center (VTsIOM) surveyed on the role of education and its perception by Russian citizens (Analytical Review). Russians aged 18 and over took part in the survey through the telephone interview. The volume of a stratified double-based random sample of landline and mobile numbers included 1600 respondents. According to the results obtained, among the majority of Russians, the opinion about a decrease in the availability of higher education for all citizens has been established (if in 2016 53% of respondents believed so, then in 2019 their number was 63%). However, the value of higher education does not decrease, and its significant role in building a successful career and achieving life goals is highlighted (58% of all respondents). At the same time, the need for higher education is evident for the youth. When asked about the reasons for obtaining a higher education (several answer options can be chosen), young people answered that this opinion is typical in modern society (18-24 years – 25%) and the practice of obtaining it is associated with an increase in their social status (18-24 years – 18 %). The importance of employment and career was stated by 42% and 28%, respectively, obtaining particular knowledge (18%), and ability to expand their horizons (12%) to be in a specific cultural environment (6%).

Acquiring knowledge remains a significant factor for both the individual and the university community. Recently, the humanistic paradigm in education has put forward the

development and openness, readiness for the perception, and processing (and utilization) of knowledge as a criterion for the educational activity. Therefore, the criterion for the effectiveness of the educational process should be the actual increment in knowledge, i.e., the individual's assimilation of the basic structures of knowledge and the formation of skills in orientational cognitive activity (Mamedov, 2017).

The credibility of the research is ensured by: a systematic approach to the analysis of the development of world and Russian education; the volume and breadth of coverage of the original scientific and statistical material used; justified application of methods of analysis, interpretation and generalization of results; use and verification of the results obtained, conclusions and developed recommendations in pedagogical practice and management.

The starting point for the study was a systematic approach to the study and understanding of world education as a complex, self-developing structure interconnected in its main elements. As a result, the previously most used regional geographic approach largely gives way in our research to the worldwide approach. World education unites a large number of national educational systems, which differ significantly in their philosophical and cultural traditions, as well as in their qualitative state. At the same time, global trends are emerging and strengthening, which seem to overshadow (but do not eliminate) many traditional differences between national and regional educational systems. All this makes it possible to speak of modern world education not as a single organism, but rather of its emerging unity, while maintaining a noticeable diversity of its individual elements.

Discussion

The purpose of the study is updated based on the analysis of world educational processes to determine the possibilities and socio-pedagogical conditions for the integration of Russian education into the world educational space at the present stage.

The limitations of the presented study are that modern trends that predetermine the development of education contribute to the ever-greater integration of the world educational space, and the latter, in turn, contributes to the formation of a holistic and systemic perception of the world and the search for the most effective conceptual technologies.

Technological changes in our lives are adjusting the organization of the educational process. The Internet allows listening to lectures not only by teachers of the local university but also by leading scientists and practitioners around the world, and receiving publicly available additional information on the subject. Online courses are becoming widespread. New forms of communication contribute to the formation of various training teams, which are led by practice

teachers through collective projects, games, etc., and develop relevant skills and abilities (teamwork, analysis of large amounts of information, the ability to negotiation, communication skills, etc.). An important role today is assigned to mentoring, as the most effective tool for transferring information from one person to another (Garayev & Khan-Khoyskaya, 2017).

An individual does not deal with separate unrelated elements of information, but with its complex structures, due to which he perceives and processes knowledge structures in the form of frames, situational models, plans, and scripts. Each person in the process of cognitive activity builds up an individual mental experience that has a particular structural organization. In the presence of an anticipatory cognitive structure, an increment of new knowledge is possible; in its absence, the corresponding mental model is updated. A person's mental experience also determines the ways of processing information, solving challenging issues, tasks, the pace and depth of learning, and ways of comprehending reality.

Mental experience is determined by the presence of cognitive schemas of different levels. In this case, cognitive activity in the learning process should be aimed both at the development of the individual's existing procedures and the active formation of new ones. The development of intelligence directly depends on the variety of cognitive structures, the ability to quickly use schemes and frames in the cognitive field, which creates favorable conditions for solving problems, incrementing new knowledge, and social orientation in general. Ever since the active interaction with the world, an individual dynamic system of human knowledge about the environment has been formed. Therefore, the educational process, in our opinion, will become effective only if it is socially and culturally oriented, first of all, to the features of cognitive development and is aimed at improving intellectual abilities. It also seeks to form the width of the mental outlook, the ability to assess what is happening and highlight the most significant aspects in it, the tendency to think within the framework of the mental model "as if".

Global civilizational changes taking place in modern society affect deep (systemic) communicative and cognitive practices of transmission, cultural understanding, and assimilation of scientific knowledge. The technological accessibility and openness of any information, the ability to receive it promptly from the sources of different levels of reliability affects the nature of the teacher's activity and the "professor-student" communication system as a whole. Existing special programs and technologies allow combining other people's statements on any given topic (compilation) available in the network. Such manipulation of information has led to the emergence of such a large-scale phenomenon as plagiarism in world practice. This devalues the value of research and prevents the continuous process of increasing new knowledge and information.

An equally important aspect of increasing the openness of the educational space and expanding access to various information is the emergence of digital academic networks that create an analog of the university environment and the introduction of an open education system (Massive Open Online Courses (MOOCs)). The world's top universities make available free training courses by the best professors on the Internet. At first, this was intended to enhance the universities' image. However, this approach eventually gave rise to egalitarianism and greater availability of quality higher education. This was followed by the emergence of open online learning sites (MOOC), offering a wide range of courses from top universities, with the possibility of scholarly communication (both synchronous and asynchronous) and obtaining official educational certificates. Moreover, as noted by researchers (Shuklina, 2016; Forstorp & Mellstrom, 2018), the development of digital courses will be aimed at achieving such goals as the implementation of educational program modules; performance of student exchange network; deepening communication with enterprises and business environment. In general, the implementation of courses on world platforms of open education will contribute to solving the problems of primary and additional professional education.

Thus, the emergence and development of MOOCs give a reason for some analysts to talk not only about a radical redistribution of the educational market (Saraev, 2014; Engwall, 2020a) but also about the impending unconditional monopoly of ten leading universities in the world, which will oust all other universities from the market. Moreover, according to Goldman Sachs, the volume of venture capital investment in new educational technologies by 2016 exceeded a billion dollars. Moreover, according to the trend of recent years, this figure increases by almost half a billion dollars every year.

Conclusion

New technologies and practices in the educational space of the university today are a daily topical component of higher education and one of the most essential factors in its development. The existing possibilities for the implementation of learning and research processes, on the one hand, allow the university to form a thinking person, train high-level specialists, and on the other hand, force the university to revise the traditional (for a classical university) structures and principles of existence. The ongoing socio-cultural transformations, the emergence of new models of the university can result in a disruption in the process of incrementing new knowledge and information, which is especially essential and strategically preferred in the information age and a society based on knowledge. This can lead to a distortion of the essence of the university activities and mission, closely related to “two fundamental tasks:

the dissemination of established knowledge (teaching students and dissemination knowledge in society) and the creation of new knowledge (research)” (Engwall, 2020).

Therefore, in the absence of one of the components of the system or its distortion, the university turns either only into a research institute (without an educational process), or becomes an ordinary educational institution (if we exclude research activities from the sphere of the university focus). The data obtained in the course of the study can be used to solve problems of constructing a university mission in new socio-economic conditions, and in the subsequent analyses of the existence and development of Russian universities in the knowledge society.

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