

**THE DIFFERENT FORMS OF THE HIGHER PROFESSIONAL EDUCATION
INTERNATIONALIZATION IN THE CONDITIONS OF GLOBALIZATION
(on the EXAMPLE of the NRU "BelSU")**

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The changes in the economy and business facing higher education put up new targets for the professional training which is able to work effectively in the new conditions of the global market. In the context of globalization and internationalization the universities are forced to use different forms and means for the preservation and increase of their competitiveness on the market of educational services.

Internationalization of education has different purposes, including: diversification and growth of financial revenues through the attraction of foreign students on paid training; expansion of curricula and training their students in the foreign universities-partners; enhancing regional University network for the efficient use of its resources; enhance the quality of education and research through the participation of students and teachers in the international knowledge-sharing and others. The development of international inter-University cooperation allows to organize joint research projects, exchange programs for students and teachers, create special programs for foreign students [5].

This article gives a brief description of the main forms of internationalization in the sphere of the higher professional education with the foreign and Russian experience, including the example of the NRU "Belgorod State University".

So, the main forms of internationalization in higher education are: the academic mobility of students and teachers, the internationalization of plans and programs, the establishment of regional and international educational networks, the export of educational services and their impact on the competitiveness of countries and regions. Let's study some of them in details.

One common form of internationalisation in education is the academic mobility of students.

There are several definitions of academic mobility. Some specialists in the field of international education understand the academic mobility as the period of the student's training in the country where he is not a citizen. This period is limited in time. It also means the return of the student in his country having completed the study abroad. The term "academic mobility" does not reflect the process of migration from one country to another.

According to the other sources, academic mobility is an integral form of existence of the intellectual potential, reflecting the implementation of the internal needs of this potential in the fields of the social, economic, cultural, political relationships and interactions. Academic mobility is the ability to shape the educational trajectory. In other words, it is the possibility to choose subjects, courses, educational institutions in accordance with the inclinations and aspirations within the framework of the educational standards [3].

Over the past 25 years, the international academic mobility has increased by more than 300 %. Many researchers believe that this process will continue, even if the annual growth of students will gradually decrease. The main reason for the development of academic mobility of students is the support of various programs (ERASMUS, COMMETT, LINGUA, TEMPUS). Many countries have signed bilateral and multilateral agreements in this area. Such purposeful development of academic mobility of students serves as a means of support of the international market training of the professionals and highly skilled specialists [7].

Traditionally they distinguish eight leading countries-recipients, receiving more than 70% of total array: the United States, accounting 20%, UK – 13%, France – 8%, Germany – 8% (these four countries accumulate almost 50% of the foreign students), Australia – 7%, China – 7%, Canada 5%,

Japan 4%. The share of Russia as the foreign students country-recipient fluctuates at the level of 3% in recent years [1]. Latin America and Eastern Europe remain a less attractive destination for the foreign students.

By grouping countries according to the degree of popularity and prioritization of selected professional qualifications the obtained data can be presented in the following table:

Specialty	Land
Business (bachelor degree in management or MBA)	USA, UK, France, Canada, China
Finance	UK, USA, Canada
Right	Germany, China
Humanities	Germany, France, Czech
Design and fashion	UK, Italy, France, Finland, China
Engineering, construction	Germany, South Korea, Finland, Canada, China
Information technology	USA
Tourism and hospitality	Switzerland, Italy
Medicine	Germany, China, UK, USA

Sources of information: <http://www.studentmobility.org/studentmobility.html>

The consequence of the academic mobility is that, living and studying, foreign students provide indirect financing not only of the education, but also of the entire economy in general, through food, accommodation, travel, etc.

Here is an example of the calculation of the living expenses of the foreign students living and studying in Germany: the minimum monthly amount of food and the modest daily needs are 65 Euro per month in the old Federal States and 537 Euro in the new, student ticket – 92 Euro per semester, social fee for the use of the student canteens, cafeterias, hostels, gyms etc. – 46 Euro per semester, additional tax on foreign students in several Federal States – 51 Euro per semester, purchase of the textbooks and teaching materials – up to 300 Euro or more per semester, the cost of a room in a students' dormitory (the number of which is very limited) – 153 Euro per month, a room in the private sector – up to 300 Euro or more per month, accommodation in a private dwelling – up to 51 Euro per day (including breakfast). Thus, the monthly household expenses of the one foreign student in Germany can be up to 1000 euro. The people, who come to study independently i.e., not within the framework of academic exchange, are to put in a German Bank personal financial Deposit of 5600 Euro. Even when the number is 252,03 thousand people (according to 2012) it turns out to be an impressive amount [8].

Reform of the curricula and educational programs with the purpose of introduction of the international elements in the content and methods of organization of educational process is the next form of internationalization in the sphere of the higher professional education.

A distinctive feature of the internationalisation of curricula and educational programs is to organize the training in a language different from the language of the country where this program is implemented. The use of English as a universal means of training, as well as the international mix of students make this form of education international.

Such forms of internationalization in the sphere of the higher professional education as marketing and promotion of educational programs, educational institutions and countries abroad are of particular interest in this study.

Overall competitiveness of Russia in the field of the higher education is not at the highest level, developing rather unevenly: in 2007/2008 among 131 countries we are the 58th destination of

choice for business leaders and world economy. However, a year before, i.e. in 2006, Russia ranked the 62nd. The assessment tool countries is the global competitiveness Index (GCI), first published in 2004, composed of 12 pillars. 12 factors considered as the obvious advantages of the Russian economy are "Macroeconomic stability", "Higher education", "Labour market Flexibility", "Market Size" and part of the indicators that characterize the "Innovation potential". Although the competitiveness of the Russian higher education is not questioned, integration into the global educational environment can increase the prestige of the higher school and allow it to develop in line with the realities of time and implement the accumulated potential [2].

Educational services acquire economic value and an attempt to increase revenue. Thus, the provision of the educational services is a sufficiently profitable exports and, according to the experts of UNESCO, in the XXI century it will be the most profitable. Only China pays one billion annually to the USA for training of their students, trainees, post-graduate students abroad. Volumes of Russia financing are not so great. Russia is financing the study abroad of the students and post-graduate students of Russian universities according to the program of the presidential scholarship, which has been operating since 1993. According to the results of the all-Russian public contest 40 scholarships to students and 60 to graduate students were assigned. The competition involved tens of thousands of representatives of the most eminent universities in the country. [4]

In the context of this study, it is necessary to note the impact of the internationalization process in the sphere of higher professional education on the strategy and policy of the specific University and to turn to the experience of the NRU "Belgorod state University", which has been actively cooperating with the foreign universities since the late 90-ies of the XX century.

The University carries out international activities in the following areas:

- student mobility and academic exchanges;
- cooperation in the field of research work;
- international relations in the sphere of the educational services export;
- increasing the effectiveness of the international activities.

The policy on the NRU "Belgorod State University" is aimed at integration with the international University community and getting through the additional opportunities for the accelerated development and competitive advantages. In this regard, the NRU "Belgorod State University" has already got a solid basis in the form of strong many-year partnerships with the leading European universities and educational organizations.

Currently, the NRU "Belgorod State University" cooperates with more than 35 higher education institutions, and international foundations and organizations in Austria, Germany, Italy, China, Poland, the USA, Ukraine, Finland, France, Japan and other countries.

The most productive and diverse are the links with educational institutions of Germany. In 2002, the NRU "Belgorod State University" held the important event – the 10th anniversary of cooperation with the educational institutions in the state of North Rhine Westphalia. Its scale can be proved by the following figures. Over the years, over 2.5 thousand pedagogical workers of Russia and Germany participated in the international seminars, more than 300 of them were able to undergo training directly on the territory of the partner-country. During 12 years of cooperation, we have implemented eight joint projects on improvement of the professional skills of the pedagogical and administrative staff.

Since 2002 between the NRU "Belgorod State University" and Bremen University joint projects on distance learning for students have been implemented. The Students of the economic faculty of Belgorod State University (specializing in the "World economy") successfully completed a number of the distance learning courses: "Social market economy", "Business game", "Integrative business planning". Students of the faculty participated in the pilot project "Teaching and learning in distance mode multilingual interaction". Classes were conducted using the software product "the first class" in the mode of interactive communication. Students who had successfully passed the final tests, received the certificates of the University of Bremen and took part in the annual interuniversity exchange of students of economic specialties.

Such projects are an integral part of a more global perspective "Double diploma". The first

step in this direction is the joint development of educational modules for the bachelor in the direction "Economy". The main objective of the program "Double diploma" to Bremen University is increasing academic mobility of the students of the NRU "Belgorod State University", providing an opportunity to study in one of the leading universities in Germany.

A necessary condition for the successful participation of the teachers of the NRU "Belgorod State University" in the implementation of inter-University agreements, projects and educational programs with foreign partners in the context of the implementation of the Bologna process is to solve the problem of language communication. Therefore with the initiative of the NRU "Belgorod State University" administration, since 2003, the University has been organizing and financing the language courses for the teaching staff. The teachers had a great opportunity to do internships in EU countries to improve their knowledge of foreign languages [6].

Thus, in the conditions of globalization and characteristic of higher professional sphere internationalization of education, Russian and foreign universities are making great efforts to improve the scientific and educational status in the world market of educational services.

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DEVELOPMENT OF POTENTIAL BELGOROD REGION RECREATION

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The notion of social is quite multifaceted. It includes a variety of sectors of the national economy: health care, education, culture, trade and catering, leisure and other important places. Very important aspect among the social sectors of the national economy is an active rest of the population (recreation).

The largest share of global consumption of recreational services belongs to European countries. Currently substantial income from tourism is obtained by small, large and developed countries such as USA, France, Spain and others. Tourism gives these countries up to 10 % of the gross national product, it provides significant budgetary receipts. The tourism industry is developing rapidly and in countries in similar to the North- West Federal District climatic conditions, for example, in Finland and Sweden. The share of recreational services in the total consumption of