

IMPLEMENTING THE BOLOGNA DECLARATION AND EUROPEAN STANDARDS IDEAS IN KRASNOYARSK STATE AGRARIAN UNIVERSITY

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The article deals with the internationalization of the educational process in the Federal State Budget Educational Institution of Higher Education “Krasnoyarsk State Agrarian University”. This work is being conducted at Krasnoyarsk State Agrarian University, since 2005, when the decision was made to join the international activities within the Bologna Process, to which Russia joined in 2003. The article examines the forms of education internationalization in Krasnoyarsk SAU, such as the internationalization of curricula and educational programs, student and faculty mobility, export of educational services, as a separate component of internationalization associated with mobility. Separately, as the basis for internationalization, the language and socio-psychological adaptation of foreign students at Krasnoyarsk State Agrarian University is considered.

Keywords: Bologna process, internationalization, education, forms of internationalization, mobility, European Council for Business Education.

РЕАЛИЗАЦИЯ ИДЕЙ БОЛОНСКОЙ ДЕКЛАРАЦИИ И ЕВРОПЕЙСКИХ СТАНДАРТОВ В КРАСНОЯРСКОМ ГОСУДАРСТВЕННОМ АГРАРНОМ УНИВЕРСИТЕТЕ

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В статье рассматривается интернационализация образовательного процесса в Федеральном государственном бюджетном образовательном учреждении высшего образования «Красноярский государственный аграрный университет». Эта работа ведется в Красноярском государственном аграрном университете с 2005 года, когда было принято решение присоединиться к международной деятельности в рамках Болонского процесса, к которому Россия присоединилась в 2003 году. В статье рассматриваются такие формы интернационализации образования в Красноярском ГАУ, как интернационализация учебных планов и

образовательных программ, студенческая и преподавательская мобильность, экспорт образовательных услуг, как отдельный компонент интернационализации, связанный с мобильностью. Отдельно в качестве основы интернационализации рассматривается языковая и социально-психологическая адаптация иностранных студентов Красноярского государственного аграрного университета.

Ключевые слова: *Болонский процесс, интернационализация, образование, формы интернационализации, мобильность, Европейский Совет по бизнес-образованию.*

Under the internationalization of education modern scholars understand “an increase in the common elements in the national educational practice of different countries, due to a certain similarity in the nature and pace of technological and socio-economic development, as well as the process of international integration; it affects both the content of the educational process, and its form – the increase in the temporal extent” [2]. Article 105 of Federal Law No. 273-FZ “On Education in the Russian Federation” [1] provides forms and directions of international cooperation in the field of education aimed at the internationalization of education, including: international academic mobility of students, faculty, scientists and other educators; attraction of foreign citizens to training in Russian organizations leading educational activities; ensuring mutual recognition of education and (or) qualification; participation in the activities of various international organizations in the field of education in accordance with international agreements of the Russian Federation. The Concept of State Policy of the Russian Federation in the field of international development assistance approved by Presidential Decree No. 256 of April 20, 2014 [4], has contributed to the development of internationalization in Russia. This concept calls for improving the quality of education, mainly the primary and vocational, not only for the Russian youth, but also for the population of the recipient countries, as well as ensuring its accessibility to all of them.

Krasnoyarsk SAU has used various ways of internationalization, including the increase in the number of agreements with foreign universities and organizations as the basis for conducting international activities in accordance with the Law “On Education in the Russian Federation”. The number of agreements on cooperation in the field of education increased from 67 in 2014, to 88 in 2017. The increase of universities and partner organizations, in addition, contributed to the increase in the number of foreign participants in the events held by the university, which, in turn, led to the formation of a positive image of the university and its fame as a university providing high-quality training for students and profound scientific research. If in 2014 the university held 29 international events, such as conferences, symposiums, discussions, etc., in 2017 their number increased to 41. Accordingly, the number of foreign participants in these events increased, from 1984 people in 2014 to 2609 people in 2017.

In addition, it should be noted that monitoring of the effectiveness of the universities activity takes into account international activities, as the main indicator, namely, the number of foreign students in the given contingent (1%). The monitoring

of agrarian higher education institutions (higher education institutions subordinated to the Ministry of Agriculture of the Russian Federation), in turn, provides for a higher rate of 2% of foreign students in the given contingent, as well as an inflow of funds for tuition of foreign students – 0.5 million rubles. The work on the internationalization of education at Krasnoyarsk SAU allowed fulfilling these indicators. If in 2014 the university had only 0.41% of foreign students in the given contingent, then, starting from 2015, the indicator is fulfilled, and is equal to 4.8% in 2017. The indicator of the funds receipt from foreign students also increased from 1.8 million rubles (in 2016) to 2.2 million rubles (in 2017).

Over the years that have passed since the entry of Krasnoyarsk SAU into the Bologna Process, the university has undergone a complex way of internationalizing the education, which is provided to consumers of educational services – applicants and their parents. This work was most actively carried out at the Institute of International Management and Education (IIME) of Krasnoyarsk State Agrarian University. Certainly “there were difficulties in the implementation of the Bologna Declaration provisions” which were mentioned by Shmeleva Zh.N. [11, p. 306-310], but the University “managed to overcome them” [7, p. 156-159]. Systematically conducting SWOT and PESTLE – analyses of internal and external environment of the organization, the institute created its competitive advantage – training of specialists in the field of management with in-depth knowledge of English. This became possible through the development of competitive curricula and educational programs in general built on the ENQA Standards and Guidelines [3] together with the requirements of the European Council for Business Education. In accordance with the ENQA requirements, the educational programs of IIME were designed so that the qualifications obtained as a result of mastering the program corresponded to a certain level of the national structure of qualifications in higher education, as well as the structure of qualifications in the European Higher Education Area (Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015). Undoubtedly, these measures helped the students, as Shmeleva Zh.N. mentions, “to adapt and socialize” at the University [9, p. 239-241], [14, p. 158-159] and also improved the students’ motivation [6. p. 178-179].

Particular attention in the development of educational programs was given by the elaborators to the key indicators such as the requirement of ECBE (the availability of at least 40% of business disciplines in the curriculum). The dynamics of the growth in the number of business disciplines in the Curricula is characterized as positive:

- In the Training Plan for 2014, the set of business disciplines was 43%;
- In the Training Plan for 2017 it was already 52%.

In accordance with ENQA Standards and Guidelines, educational programs are constantly being improved; the teaching staff systematically upgrades qualification abroad and participates in the export of educational services; student-centered education (which implies flexible learning paths, uses different forms of teaching, receives constant feedback from educational service consumers-students, parents and employers) is implemented; assessment of student’s progress is carried out continuously, through the current, intermediate and final attestation, in accordance

with local regulatory enactments; public information is provided through the university's website (www.kgau.ru), where there are pages in the English and Mongolian languages.

Orientation to these requirements, Standards and Guidelines has allowed the university to attract students to all forms of education, including preparatory, not only Russian applicants seeking integration into the international educational and production space, but also applicants from the Asia-Pacific region. Today the number of students from the distant foreign countries has increased to 8 (PRC), 2 (Vietnam), 6 (Mongolia) whereas in previous years the university had 1-2 students from these countries. In the period from 2014 Krasnoyarsk SAU has become from an inefficient institution of higher education in this indicator – 0.41% of foreign students in the contingent, to an effective one: in 2015 the figure increased to 1.19%; in 2016 – up to 2.87%; in 2017 – up to 4.8%.

Competitive programs, built on international management, international marketing, international business, foreign economic activity and English, provide an opportunity to expand students' mobility, which is the basis of internationalization. According to requirements of the Federal State Educational Standards of the 3rd generation, a foreign language is a compulsory discipline and should be studied by students in the basic part of the Curriculum – Block No. 1. According to the Rector's Order No. 0-113 of 09.02.2016, 288 hours (8 credit units) were allocated to a foreign language. At the Institute of International Management and Education, the English language on the Bachelor's program "Management" occupies 1620 hours, that is, 45 from 240 credit units that make up this program. They include the following subjects:

- Foreign language – 288 hours (8 credit units);
- Foreign language – 2 – 108 hours (3 credit units);
- Business English – 576 hours (16 credit units);
- Foreign economic activity – 252 hours (7 credit units);
- Country studies (English) – 216 hours (6 credit units);
- English for Professional Purposes – 180 hours (5 credit units).

As Shmeleva Zh. N. and Antonova N.V. show, inclusion of a significant number of hours for the English language study in the educational program helps "to form communicative competence" [10, p.103 – 106], [13, p. 242-244]; "to develop English speaking skills" [8, p.156-159]; allows graduates of the institute to successfully continue their education and work in Turkey, Britain, Germany, the United States and China and "find the employment there" [12, p.211-213]. High-quality educational programs in the field of "Management" (Bachelor's and Master's) allowed our university to get the accreditation for them by the European Council for Business Education in 2014; re-accreditation in 2017 for a period of 5 years; and accreditation of the European Logistic Association for three years, until December 2018.

Internationalization of education is carried out at the university through the Center for International Links and Business. The tasks of the Center are the implementation of programs and courses of the Russian and foreign languages and this approach is considered "to be practical-oriented" [5, p.75-85]; international

summer scientific schools; exchange programs and research projects. Annually CILB conducts up to 10 different courses and projects contributing to the development of knowledge in the field of the Russian and the English languages.

The joint training of foreign students in multinational training groups occupies an important place in the internationalization of education. This develops the students' ability to live, learn, and work in a multiethnic world; be tolerant to other religions, customs and traditions; come to help foreigners in difficult living conditions. Moreover, foreign students who study in Russian in a foreign environment, communicating in their native language and study English in depth, serve as an excellent example of the unlimited opportunities for internationalization of education for the purpose of integration into the international world community.

An important moment and the third form of internationalization of education is the selection and professional growth of the teaching staff, ensuring the guarantees of its continuous improvement for the benefit of the development of students through the improvement of mobility. IIME faculty systematically improves the effectiveness of its scientific and professional activities, studying the methods, methodology and technologies of teaching in the international educational space. They visit the leading educational institutions abroad: the Czech Republic, Great Britain, Mongolia, China, Slovenia and Hungary. Foreign professors, giving lectures for students and taking part in projects and conferences, also contribute to the formation of the methodological maturity of the pedagogical staff of the Institute by introducing innovative teaching methods and the use of advanced educational technologies. Speaking of the mobility of teachers, the term "intellectual migration" should be mentioned, which implies that in the current conditions of internationalization of education, there is an active migration of scientific and teaching personnel engaged in research and development, as well as servicing a certain industry, in our case, the agro-industrial complex. Working in a higher educational institution of agricultural orientation, in Siberia, the institute faculty actively work with Mongolian State Agricultural Institute and advanced agricultural enterprises of Mongolia, introducing innovative forms of international cooperation in the field of science and education. If in 2016 the university first laid scientific experiments with cereals and forage grasses together with Mongolian scientists in only two farms (PROLOG SYSTEMS LLC and Mongolian SAU), in 2017 three more farms of Mongolia - ShineAmzhilt, Ingettolgoy and Badral Trade were involved into the scientific and research activity together with Krasnoyarsk SAU.

As these two countries are similar in their climatic and natural conditions, the obtained results have been actively covered in scientific papers, and have been used both in the practice of the real economy and in the educational process in two countries – Russia and Mongolia. This, in its turn, leads to further development of the internationalization of education.

Such form of internationalization as export of educational services is closely related to the mobility of both students and faculty. In the official terminology export of educational services is the commercial realization of educational services for foreign citizens, both on the territory of Russian Federation and abroad. The creation of conditions for expanding the export of educational services is aimed at enhancing

the foreign economic activity of institutions and organizations of higher professional education in the field of training foreign students on a commercial basis.

The history of the emergence and development of export of educational services in Russia is associated with the name of Emperor Alexander II. In modern conditions, the export of educational services is actively supported by the state, along with the export of goods, services, minerals and materials. The concept of the export of educational services in the Russian Federation for 2011-2020 is now considered one of the main documents that set out the basic principles of planning and implementing the system of measures to promote and develop the export of educational services in the Russian Federation. In addition, this concept defines not only goals and objectives, but also effective measures that can ensure the attractiveness and competitiveness of the Russian education system. According to UNESCO experts, the training of foreign citizens can become one of the most profitable forms of export in the 21st century.

The basis for the success of the educational process internationalization in each individual institution of the university is the adaptation, both linguistic and socio-psychological, without which it seems difficult to keep a foreign student in higher school for 4 years while mastering Bachelor's programs, and 2 years in Master's programs.

1. **For the language adaptation** of foreign students the position of an interpreter is introduced at the Center for International Links and Business. The position is occupied by the Honored Teacher of School of the Russian Federation Arysheva Tatyana. She is also an expert on the Unified State Exam in the Russian language. She annually conducts classes in the Russian language free of charge for students of foreign countries. Classes are held several times a week. Foreign students have the right to choose which classes to attend. Classes are optional, conducted in excess of the Curriculum, taking into account the student's level of Russian. Students have the right to attend classes throughout the training period – that is, 4 years. PhD – students and Masters are also allowed to attend this kind of classes.

2. **For socio-psychological adaptation** of foreign students, Krasnoyarsk State Agrarian University has set up a department for social and psychological work and inclusive education. The employees of the department actively work with students and attend all international events of the university in which foreign students take part. The psychologist of the department advises foreign students by providing psychological assistance on individual requests through the mail box vopros.psihology@mail.ru. The questions that come up are related to everyday life and learning. Such consultations prevent both national and international conflicts in the multinational student environment of the university. Especially for foreign students of the 1st year, trainings and seminars “We will know each other”, “Psychological climate in the group” are organized which contribute to their uniting in a multinational team. During the entire period of study at the university, there are trainings “Effective communications”, “Personal development”, “Peculiarities of intercultural interaction and formation of tolerant attitude towards other nationalities”.

Conclusion

To summarize all the above-mentioned, we consider the feasibility of all types of internationalization activities in education, such as the perfection and accreditation of educational programs by the European Council for Business Education; improvement of work on languages and socio-psychological adaptation of foreign students; increase of the level of faculty qualification due to educational and scientific activities abroad; the growth of cash receipts from the training of foreign students; the growth in the percentage of foreign students in the university as a whole from 0.44% to 4.8%, which over the past three years contributed to the further internationalization of the activities of the Krasnoyarsk State Agrarian University. Moreover, it helps to implement ENQA standard on student-centered learning [15, p. 111-126]. Also the internationalization of education at Krasnoyarsk SAU not only contributes to the further strengthening of the prestige of the university and its economic prosperity, but also leads to the strengthening of Russia's image in the international markets for educational, scientific and production services and to strengthen the positions of the Russian education abroad.

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