

The Role of the Educator in the Successful Integration of Russian Higher Education in the World Educational Space

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Abstract: The article analyzes the higher education in the context of globalization, identifying the most important ways of reforming the national systems of higher school for its successful integration into the world educational space and highlights a basic condition to change teaching and, consequently, a lecturer.

Key words: Globalization of higher education • Educational process • Reform of higher education • A lecturer

INTRODUCTION

One of the directions of the reform of education in Russia can become global education, which is not a substitute for domestic education but acts as objectively necessary addition to any national education.

Analysis of studies on global education, both by Russian and foreign authors found that the place and role of global education are determined by the following conditions. The first is the rapid acceleration of socio-cultural changes in modern society, which leads to a more significant discrepancy between the development of education and the general level of cultural and technological progress. The system of sharing the experience collapses because all the traditions and skills of the past generation become less important. With the rapid reduction of terms of introduction of the latest achievements of science and technology, these skills are largely unnecessary. In this regard, a growing gap between the development of education and the needs of society occurs.

The second phenomenon is currently appearing global problems. Momentum realization that the world needs a fundamentally different approaches to the formation of each successive generation, emerged and is gaining much attention, where dominant is the forming views on the world not only as a plural, but also as a whole, therefore, the actions of each person will depend on the welfare of all mankind. This idea underlies the growing interest in the globalist integrated research in education.

The third phenomenon is common problems occurring in the formation of almost all countries of the world, i.e. having identical reasons and bearing universal character. This is due to the fact that in most countries, education was of a technocratic and scientist nature, which led it to a crisis at the moment. The main features of such character of education is its narrow disciplinary approach, sharp separation of the two components of education: the sciences and the humanities. This approach to education formed among students and pupil's sketchy perception of reality and the inability to adequately anticipate and assess the complex global environment, civilization, education and other processes [1].

Obviously, today's attempts to create a new humanitarian education environment are a natural reaction to society rooted in the mass consciousness sustainable disregard for the individual, his rejection of the moral values of classical culture. Humanization of national education is designed to help realizing in the nature of human thinking much needed shift from fragmented to holistic perception of the world in a broad cultural context. One possible way to achieve this objective can become global education, which main task is to develop a creative person able to take informed decisions, anticipate their possible consequences, to feel responsible for the present and future of the world [2].

So, globalization is primarily the production and concentration of intellectual resources in the richest countries. Control of national education systems and information is of key domestic political and geopolitical

importance. Modern flexible technologies require appropriate quality of the workforce and the globalization of technologies necessitates the globalization of educational space, convergence of curricula and content of academic disciplines in universities around the world. A modern specialist is required to have the ability to quickly re-learn, to acquire knowledge independently [3]. Knowledge of new information technologies, methods of optimization of economic processes, managerial decision making, financial and innovation management, quality control and logistics is of particular importance.

The new features of modern educational technologies, the core of which are individual programs, composed of blocks of knowledge to meet the needs of the learner rather than on preparing a package of programs offered by educational institutions for all students on a single sample are already clear. A learner becomes a customer for the knowledge itself. This knowledge in the individual blocks can be given in various educational institutions in different countries. Therefore, the new educational technologies include the possibility of distance learning using modern telecommunication systems, e-learning materials and virtual electronic libraries. All these will lead to significant changes in teaching methodology. The independent learning of the extraction of knowledge, methods of independent individual work become important. Naturally, this will require substantial restructuring of the entire infrastructure of the educational system. We need to be ready to these processes today.

Obviously, this will require training of the teachers how to develop electronic textbooks and teaching materials, taking into account the features of the new educational technologies and the possibilities of modern technologies. In some universities, such work is already being intensively done. In many countries, including Russia, there are open universities with distance education technologies. Globalization of the world educational space is a long and complicated process associated with many limiting factors (language barrier, historical traditions, different cultures, ideologies, religions, etc.) [4]. However, this process is already underway.

Thus, the system of education in Russia is in the process of reforming and set against the background of profound social change since the early 90s. The necessity of these reforms is caused, in particular, by the fact that higher education in several areas formed a substantial gap between the needs of the global society and educational

outcomes: between the objective requirements of the times and the general lack of education; between professional orientation and identity needs to meet the diverse harmonic cognitive interests; between modern methodological approaches to the development of science and archaic style of teaching.

Changes in the structure of higher education institutions associated with getting a new university status by several leading universities, involve the solutions not only of organizational problems. To a great extent this is due to changes in the content of the work of universities. In the new century, there is a need for fundamental changes in the system of higher education in Russia, as it increases the importance for socio-cultural and economic development and building a future in which the young generation should enter with new skills, knowledge and ideals, polylingual training [5].

The update of the content of education is taking place in most countries constantly. Modernized training courses include new information, outdated material is thrown away. Orientation of modern reforms to the definition of state standards reflects the desire to clearly define mandatory requirements for the level of education in the provision of a broad spectrum of additional knowledge and skills [6].

Modern higher education is searching the ways of transition to a new educational paradigm. However, it should be emphasized that it can not be reduced to a simple increase in a number of academic disciplines or terms of education [7].

It is about achieving fundamentally new goals of higher education, consisting in achieving a new level of education of the individual and society as a whole [8].

Implementation of the reform of higher education in the status of the university provides the following strategic objectives of implementing the idea of integration into the world educational space:

- Update the content of higher education, a focus on flexible and dynamic field of educational services;
- Transition to international standards of multi-level higher education by improving the level of teaching and methodological research, learning the advanced achievements by young teachers in their respective areas of training.

This, in turn, requires a change in the nature of training of a future lecturer to life and professional activities in conjunction with the global socio- economic,

political and migration features of scientific and educational infrastructure.

Thus, globalization in all spheres of economy and business objective leads to the need to change the existing system of education. This is due primarily to the fact that there was a very substantial gap among the forms, methods and techniques of training offered by institutions of higher education and requirements for knowledge and practical skills of professionals.

In this regard, there are problems of adaptation of university professors to the globalization processes that require special attention because of various reasons. First of all, because it is in high schools where are created and transmitted not only new knowledge and new technologies, but also new mechanisms and methods of organization of various forms of human activity.

More of international education and training techniques have become quite a significant impact on the Russian educational system. In this regard, teacher training must meet the requirements of globalization and the objectives of the education system, consisting of supply the economy with highly qualified personnel, it is necessary to add the goals of achieving world-class training, chief among which is the preparation of professionals to work in constantly changing conditions, whereas when control begins more and more cluttered with horizontal ties, when it begins to appear more and more informed, when first place is an initiative developed by the company when the strategy ceases to be only national. It is in this aspect education should contribute to the implementation by specialists of the tasks for which they were not trained initially, preparing them for the changes in the conditions for career promotion, to work in a team, ability to use the information, to develop their abilities and, most importantly, to prepare for work in the real practical life.

To adapt the education system to the new requirements, the following components are necessary:

- Modernization of the education system inevitably raises the issue of redistribution of tasks between the different levels of education: at the level of basic education for all it is necessary to consider the training of educated and responsible professionals capable of independent thinking and adequately responsive to current trends; on the second level, the aim should be to produce professionals with practical skills to work in the changing circumstances that may quickly solve economic and social problems, as well as to ensure effective management.

- It is necessary to change the educational standards with the introduction of a wider range of volume of practical knowledge and skills so as to create the necessary conditions of the future specialist to adapt to rapid changes in the labor market. For this it is necessary to develop evaluation criteria that should take into account such skills as teamwork, ability to make independent decisions and these criteria should include tests evaluating the professional competence of a specialist. It is for these criteria university professors, representatives of the «customers» and other independent experts will be able to assess the level of professional training.
- All these require a pressing changes in the role of teachers. That is a teacher who must first adapt to the new requirements associated with changes in methods of education in connection with the processes of globalization and, therefore, must, first of all, review the methods of teaching and to move from the role of the lecturer to the role of facilitator. This task requires the active use of new information and communication technologies and that a teacher and a student could develop and use together. This suggests that teachers can have considerable freedom in the choice of teaching methods, timetable and organization of space in the audience, the ability to adapt the learning process to the individual requirements, etc. and can also use in the educational process new information technology equipment needed.

Globalization, thus, determines the need for qualitative changes in the educational and scientific process in which the key belongs, undoubtedly, to a teacher as the main carrier of knowledge. It is his adaptation to the new requirements associated with Russia's entry into the world educational space that will largely condition the success or failure of modernization of Russian higher education, taking into account international best practices and teaching methods.

To achieve the most optimal adaptation of university professors to data innovation processes, it is necessary, first, to change its role, filling it with new qualitative and quantitative content, secondly, the process of training and professional development of university teachers must take into account the most modern and advanced educational technologies and teaching methods.

CONCLUSION

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