

УДК 378.014.24

О. И. Малышева (4 курс, каф. УМО), Е.В. Шевченко, к.т.н., зав. каф. УМО

THE DEVELOPING OF SENDING RUSSIAN STUDENTS ABROAD METHODIC (РАЗРАБОТКА МЕТОДИКИ ОТПРАВКИ РОССИЙСКИХ СТУДЕНТОВ ЗА РУБЕЖ)

На основе анализа недостаточно организованной академической мобильности российских студентов для обучения за рубежом предложено использовать Европейскую систему перезачета кредитов, рассмотрены ее положительные и отрицательные стороны, намечены пути дальнейшей работы по упрощению направления студентов в зарубежные учебные заведения.

In the last decades of the century there is a tendency of countries integration in regions and all over the world especially in economics and politics. As one of the elements of ever growing internationalization of people and countries we may consider the academic mobility which means crossing the borders by students, academicians, scientists, knowledge, educational technologies. Necessity of academic mobility is widely acknowledged around the world and serves as a basis for international cooperation. At the same time, governments and employers recognize that the workforce of the future must include well-trained, globally aware professionals with international work experience who can solve economic and social problems by means of new methodological and professional approaches. Only then regional and individual prosperity of the country is to be ensured.

In the academic sphere the amount of students involved into international educational exchange appears as the main factor characterizing the work of Higher Education Institute (HEI) in modern world. Almost 200000 young people are pursuing their studies in other countries under the auspices of European Union programs during the academic year 1995/1996. There is quite a large amount of Russian people who goes abroad for different educational programs for different reasons. These flows can be organized (sending students abroad based on inter-university agreements, getting President of Russia scholarships etc.) as well as non-organized (studying abroad on their own, addressing international, intergovernmental and other organizations for receiving grants on their own etc.). Unfortunately there is no full statistic covering this subject in Russia. But from statistical books of UNESCO we can see that 15553 of Russians studied abroad in 1994 and this amount grows every year. From the other side, in the same 1994 there was about 38 thousand of foreign students in Russian HEIs. So the flow of academic mobility «into Russia» exceeds the flow «out of Russia» in more than 2 times.

Polling survey of 15 St.-Petersburg HEIs has shown, that on the average each HEI directs about 49 students for training abroad under the programs of an exchange between universities every year. The countries where our students are trained - Germany, Great Britain, France, Czech Republic, Poland, USA, Finland and Sweden, that may be explain by highly developed and modern educational level in these countries, and also by opportunity of acquiring necessary language skills. It is important to emphasize that according to the recommendations of UNESCO, Council of Europe and other international organizations, normally for training abroad directed and accepted are either graduate students, who have got their degree, or upper-division level students, because the essence of the organized training abroad consists in reception of the specialized knowledge on the basis of fundamental education, and in perfecting of already available knowledge and increasing the level of professional skills.

The development of the organized academic mobility «out of Russia» is restrained by underdeveloped procedures and mechanisms of sending students from Russian HEIs abroad, taking

into account procedures, accepted in the worldwide. The student at sending him abroad faces number of problems, as the native universities are not always can provide him with all necessary information on training conditions, residing and returning back. Quite often, students of the final years are simply afraid of leaving for long-term period of time. This is explained by the fact that home institutions have no knowledge, therefore don't bother, to recognize courses studied abroad, including tests and examination results.

Nevertheless, there exists an unified system that simplifies process of recognition of credit points earned by a student. As one of such system we may consider ECTS – European Credit Transfer System, that serves as means of transparency creation, establishing contacts between educational institutions of different countries and expanding choice opportunities for students. This system does not affect in any way the structure, contents or technology of educational process, which are the elements that may altered only by the educational institutions themselves. Usage of ECTS is based on mutual agreement between educational institutions and in not obligatory. Currently this system is widely used across Europe.

Efficiency of ECTS usage is ensured by the fact that it provides complex integration of the following elements:

- The information package which supplies written information to students and staff on institutions, departments/faculties, the organization and structure of studies in general as well as on certain course units;
- ECTS credits that allows to describe the student workload required to complete the course unit and to transfer credits earned into any of credit systems;
- Evaluation system of knowledge and experience that allows quite accurate to transfer the credits earned at a foreign educational institution into the system used by home institution;
- The transcript of records which shows students' learning achievements in a way which is comprehensive, commonly understood and easily transferable from one institution to another;
- Three-party agreement between student, home and host institution, containing brief description of study program, ECTS credits, credits earned in domestic and ECTS units.

Major factors slowing usage of ECTS in Russia are: lack of information providing understanding of all ECTS advantages; absence of methods for finding relationship between academic hours and ECTS credits; absence of standard agreement for studying abroad adopted according to Russian requirements; absence of sample information package on courses provided by foreign partner institutions; absence of ECTS coordinators in institutions in general as well as in its departments that should provide up-to-date control of academic and administrative topics on ECTS; absence of educational system for international affairs staff on usage of ECTS.

Analysis of current situation of developing academic mobility «out of Russia» let to determine ways of further activities on creating mechanism and organizational activities on sending Russian students to study abroad. It is supposed that the documents package, methods for converting the workload and credits, developed using program for training managers of international academic cooperation may become a standard of creating some kind of documents for different programs. All that allows to turn the procedure of sending Russian students abroad and academic recognition of their achievements into relatively simply process.