

ANALYSIS OF ALTERNATIVES FOR INCREASING THE LEVEL OF COMPETITIVENESS OF EDUCATIONAL SERVICES OF RUSSIAN UNIVERSITIES

Germanova Veronika Gennadievna, Master's student of the Faculty of Management, Southern Federal University;

Naydenko Inna Sergeevna, PhD in Economics, Associate Professor, Department of Management and Innovative Technologies, Southern Federal University.

This article analyzes the alternatives for increasing the level of educational services of a Russian university in the global educational space. This is due to the creation of globalization processes, which set new tasks for the training of specialists who can be able to train and retrain, be able to search and analyze information, create innovative products of a completely new quality.

Key words: higher education, university, competitiveness.

АНАЛИЗ АЛЬТЕРНАТИВ ПОВЫШЕНИЯ УРОВНЯ КОНКУРЕНТОСПОСОБНОСТИ ОБРАЗОВАТЕЛЬНЫХ УСЛУГ РОССИЙСКИХ ВУЗОВ

Германова Вероника Геннадьевна, магистрант факультета управления Южного федерального университета;

Найденко Инна Сергеевна, канд. экон. наук, доцент кафедры менеджмента и инновационных технологий Южного федерального университета.

В данной статье анализируются альтернативы повышения уровня образовательных услуг российских университетов в мировом образовательном пространстве. Это обусловлено развитием процессов глобализации, которые ставят новые задачи по подготовке специалистов, которые должны быть способны к самообучению и переобучению, уметь

искать и анализировать информацию, создавать инновационные продукты абсолютно нового качества.

Ключевые слова: высшее образование, университет, конкурентоспособность.

Global competition between countries is a reality that challenges each state and contributes to its development. At the moment, the main factor of socio-economic development is human capital [1]. Human resources are the main competitive advantage of any country in modern conditions. That is why the issue of the global competitiveness of education comes to the fore and the last decades have been characterized by the growth of global competition in the field of higher education.

In this paper, four alternatives were analyzed that can contribute to increasing the competitiveness of educational services of universities in the Russian Federation, according to the six criteria we proposed, using Pros and Cons Analysis and Kepner-Tregoe Decision Analysis.

Alternatives for increasing the level of educational services of Russian universities:

1. Bringing the level of educational services of Russian universities to world standards;
2. International systems of licensing and accreditation as a way of mobility of specialists;
3. System-partnership: increasing the number of foreign students and teaching staff;
4. Raising the level of research capacity.

Characteristics of alternatives - criteria:

1. Level of teaching;
2. Supply of resources (including innovation infrastructure);
3. Research activity;
4. The implementation time;
5. Costs;

6. Degree of implementation;

At the first stage, all alternatives were assessed according to the level of development of each of the six criteria. These data are presented in table 1.

Table 1. Evaluation of alternatives by criteria

Bringing the level of educational services of Russian universities to world standards	International systems of licensing and accreditation
Teaching level: high Resource provision: high research activities: active Implementation time: long period Cost: high Degree of implementation: medium (part of educational services have already been translated into international standards)	International systems of licensing and accreditation Teaching level: high Resource provision: average research activities: active Implementation time: long period Costs: average Degree of implementation: medium (there are problems related to nostratification and apostille)
Partnership system: increasing the number of international students and teaching staff	Raising the level of research capacity
Teaching level: high Resource provision: high research activities: active Implementation time: long period Cost: high Degree of implementation: high (many universal programs interact with foreign educational programs).	Teaching level: high Resource provision: high research activities: active Implementation time: long period Cost: high Degree of implementation: high (there are many government programs for the development of research potential)

Compiled by the authors

Further, using the analysis of Pros and Cons - a method of qualitative comparison, which allows you to identify the pros (good) and cons (bad) of various alternatives, we analyzed and divided the criteria into pros and cons. These data are shown in table 2.

Table 2. Pros and Cons Analysis

Bringing the level of educational services of Russian universities to world standards	
Pro	Con
High level of teaching	High resource provision
Active research activities	Long implementation period
	High costs
	Average degree of implementation
International systems of licensing and accreditation as a way of mobility of specialists	
Pro	Con
High level of teaching	Long implementation period
Average costs	Average degree of implementation

Active research activities	High resource provision
System-partnership: increasing the number of foreign students and teaching staff	
High level of teaching	Long implementation period
Active research activities	High costs
High resource provision	

Continuation of table 2. Pros and Cons Analysis

High degree of implementation	
Raising the level of research capacity.	
Raising the level of research capacity	
Pro	Con
High level of teaching	Long implementation period
Active research activities	High costs
High degree of implementation	High resource provision

Compiled by the authors

Based on the data presented in the table above, we can conclude that all alternatives are at first glance equivalent: all have a long implementation period, and three out of four have high implementation costs. In our opinion, the most significant alternatives for achieving an increase in the level of educational services of Russian universities is the partnership system: an increase in the number of foreign students and teachers, as well as an increase in the level of research potential.

Then the analysis of the Kepner-Tregoe solutions was carried out. This decision-making method is based on the fact that the ultimate goal of any decision made is the best possible option. To complete the matrix for each alternative, scores based on individual judgments — weight and score — were determined, and a value for each criterion was calculated, followed by a final score for each decision. Weight is a numerical value of each criterion based on its relative importance in relation to other criteria (1 = lowest; 10 = highest). Evaluation is the numerical value of the criteria, reflecting their importance for the implementation of each alternative separately [2]. The results of this analysis are presented in Table 3.

Table 3. Kepner-Tregoe Decision Analysis

Bringing the level of educational services of Russian universities to world standards			
Criterion	Weight	Score	Final score

level of teaching	8	8	64
resource provision	9	9	81
research activity	9	8	72
implementation time	5	7	35
expenses	8	5	40
degree of implementation	4	5	20
			312
International systems of licensing and accreditation as a way of mobility of specialists			
Criterion	Weight	Score	Final score

Continuation of table3. Kepner-Tregoe Decision Analysis

level of teaching	8	7	56
resource provision	9	6	54
research activity	9	7	63
implementation time	5	3	15
expenses	8	3	24
degree of implementation	4	5	20
			232
System-partnership: increasing the number of foreign students and teaching staff			
Criterion	Weight	Score	Final score
level of teaching	8	9	72
resource provision	9	9	81
research activity	9	8	72
implementation time	5	6	30
expenses	8	7	56
degree of implementation	4	6	24
			335
Raising the level of research capacity			
Criterion	Weight	Score	Final score
level of teaching	8	8	64
resource provision	9	9	81
research activity	9	9	81
implementation time	5	4	20
expenses	8	6	48
degree of implementation	4	6	24
			318

Compiled by the authors

The sum of the weighted scores shows that the partnership system: an increase in the number of international students and teaching staff is most responsive to the needs / goals. Raising the level of research capacity is also a good alternative to achieve the goal. It is also worth noting that the second alternative - international licensing and accreditation systems as a way of mobility of specialists - is less suitable for achieving the goal and lags far behind the rest in the final assessment.

Thus, after analyzing the four alternatives proposed by us, evaluated according to six criteria, the best for achieving an increase in the level of competitiveness of educational services of universities in the Russian Federation is the partner system: an increase in the number of foreign students and teaching staff. Within the framework of the master's thesis, the above alternatives were also investigated using decision analysis - analytical hierarchical process (AHP) and others, as a result of these analyzes, it was the partnership system that became the best alternative to achieve the set goal. ...

Analysis and assessment of education systems should lead to the development and improvement of educational policy and, in turn, to an increase in the quality of educational services. Indeed, it is education in the coming decades that will play a decisive role in ensuring sustainable socio-economic development of virtually every society.

ЛИТЕРАТУРА

1. Глобальная конкурентоспособность российского образования. Материалы для дискуссии / И. В. Абанкина, А. А. Беликов, О. С. Гапонова, Ф. Ф. Дудырев, Ю. Н. Корешникова, И. А. Коршунов, С. Г. Косарецкий, Т. А. Мерцалова, А. К. Нисская, Д. П. Платонова, П. С. Сорокин, Б. М. Таловская, И. Д. Фрумин; Национальный исследовательский университет «Высшая школа экономики», Институт образования. — М.: НИУ ВШЭ, 2017. — 112 с. — 300 экз. — (Современная аналитика образования. № 3 (20)).
2. Трего Бенджамин Б. Новый рациональный менеджер / Бенджамин Б. Трего, Чарльз Кепнер. — 1981. — 326 с.