



Economic Factors and Conditions for the Transformation of the Education Services Market in the Context of Globalization

Yulia V. Nadtochy¹, Elena N. Klochko^{2*}, Marina V. Danilina³, Lira K. Gurieva⁴, Ruslan I. Bazhenov⁵, Vladimir V. Bakharev⁶

¹Far Eastern Federal University, Vladivostok, Russia, ²Branch of Moscow Witte University, Krasnodar, Russia, ³Financial University under the Government of the Russian Federation, Moscow, Russia, ⁴Financial University under the Government of the Russian Federation (Vladikavkaz Branch), Vladikavkaz, Russia, ⁵Sholom-Aleichem Priamursky State University, Birobidzhan, Russia, ⁶Saint Petersburg State University of Trade and Economics, Saint Petersburg, Russia. *Email: info@krasnodar.miemp.ru

ABSTRACT

The globalization of the education market linkages identified organizations, education institutions, which revealed the need for significant changes in the system of HPE based on a partnership of government and business; the existing system of quality assurance of educational services of higher education, identified the optimal methodology for assessing the quality of the OS; the analysis of trends, effective models of system and process approaches in the framework of the organizational - economic mechanism to improve the quality of educational services. Verified educational services market requires a dynamic record of all development trends and changes taking place in all areas of functioning of the economic systems of individual countries. That allows you to respond promptly to request time to meet the requirements of the international community, and as a result - increase the capacity and create the necessary reserves to stabilize domestic socio-economic situation of the country.

Keywords: Economics, Education, Educational Services, Globalization

JEL Classifications: A20, L11

1. INTRODUCTION

One of the most debated topics in the scientific literature now is globalization. All publications of the essence of globalization are divided into several groups. The first can be described as vulgar interpretation of this phenomenon. Second - as an attempt "to join" the process of globalization of the groups that have access to, it is very weak relation. The third group includes publications ordered by global companies to carry out their specific policy in accordance with their interests. Fourth - it contains anti-globalization work and has a very broad spectrum of customers, and reasoning. The fifth group is the research, the most objective and reliable publication (Subbotin, 2004). All statements brings one thing: The irreversibility of the process and the fact that it affects every person, all of us - globalized.

Western analysis of the most striking essence of globalization deemed Sklera study. He points out that the theory of global

systems is an attempt to resolve the conflict between the state-centrist approaches is not able to recognize a global approach, and globalism, unable to recognize the resistance states. Globalization, therefore, expresses a desire rather than a completed project, and while several forces, institutions or events can be treated as a truly global, and a growing number of those who are in the process of globalization (Sklair, <http://www.vvv.chë.nu/sps/eve/globkonf>).

Among Russian researchers should allocate Kochetov, in the works of modern society which is characterized as the final phase of post-industrialism: "Today's world is immersed in a post-industrial model, in its highest man-made model of post-industrial phase... entered its final stage, when the fading of her creative powers, there is a self-reproduction of the model in the framework of the exhaust mechanisms, all the accelerating pace milled intellectual, industrial, natural and other resources. Change the psychology of man, his thinking is distorted, one-sided character takes" (Kochetov, 1998).

The basis of a negative scenario of globalization of XXI century is the formation of a model to identify Moses - “the world TNK.” Since the informational, technological and ecological processes of socialization on a planetary scale is significantly ahead of the formation of a global civil society; mechanisms of management of globalization in the hands of transnational corporations (TNCs). The modern Western world moved to a self-sufficient way of not only the post-industrial, post-economic society but also when fading private property and the market, the motives of acquiring intangible nature, come to power intellectuals. Other countries and civilizations that have exhausted the potential of catching-up, forever doomed to remain on the industrial stage. Countries that are poor and unable to self out of this state, in their opinion, should be controlled from the outside and by force. i.e., against them should use a system of neo-colonialism. “This globalization is there already, but the world in the future it is preparing an environmental, social, cultural and military disaster” (Reflections on the future, 2001).

2. THE MAIN PART

Globalization of the economy - it is an objective trend of world economic development; and purpose advanced by the political leadership of the developed countries, primarily the United States and European countries; and methodology of the analysis of economic development of countries and international relations for the development of the economic strategy of the government and TNCs. Global processes have a significant impact on the market of educational services. In today’s economic vocabulary, a new concept of “globalization of education,” which marks the beginning of a new stage of international relations in this field.

There is a sharp increase in the number of students in the world. During the period from 1965 to 1995, the number of students enrolled in higher education in all countries increased 6 times (from 13 million. up to 82 million people). Currently, universities are studying more than 100 million people.

Globalization enhances the integration process. The level of communication between the scientific communities is that the new knowledge gained in some countries, new technologies developed on the basis of this knowledge, becomes the property of all mankind and affect the development process of countries, regardless of national, religious and other features. In 1995, 1.6 million students are enrolled in 50 destination countries worldwide, including 0.9 million people in developing countries, 0.15 million - from the CIS and Eastern Europe and 0.54 million students from developed countries. According to the forecast by UNESCO, in 2025, the total number of students in the world will rise to 260 million people. Foreign students by this time will be 5-7 million.

In modern conditions the system of higher education are being actively implemented in information and communication technologies. The training process is intensified absorption material, free Internet access offers students an interdisciplinary perspective, allowing much greater flexibility to select courses of study and master the content. In other words, there is a “universalization of education.”

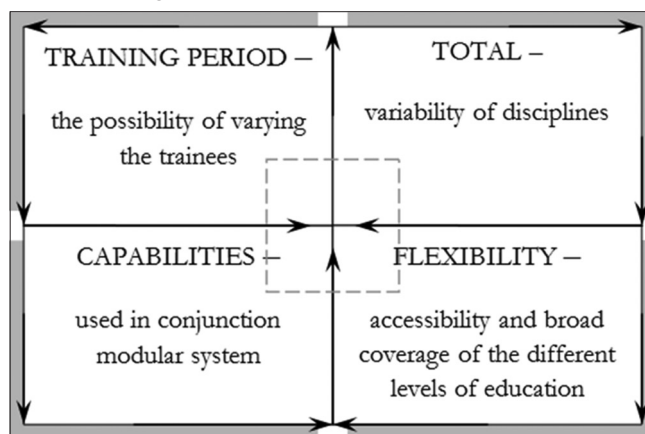
The blocks shown in Figure 1 illustrate the variations increase opportunities for consumers of educational services through the use of Internet technology. These are an increase in outreach to potential consumers of malware, and to create preconditions for the emergence of a system of continuous professional education.

Of great importance is also attached to the development of distance learning. Developed countries have expanded the number of sites with potentially interesting and methodologically sound teaching materials for education. In these countries, every twenty students enrolled in the program of distance education. For example, in Japan, there is even a “Remote Master:” On the job, has successfully completed a course in the mode of “on-line,” employees receive a Master’s degree in Business Administration. In the United States created the world’s first completely virtual school - Jones International University. According to estimates made in 2000, in the United States at that time were more than three thousand. Educational institutions specializing in vocational training in interactive mode (Constructing Knowledge Societies: New Challenges for Tertiary Education, 2001).

We should also note the growth of autonomy and independence of education from the sphere of science. Today, for the execution of orders to carry out research works need specialists in different fields of activity of the many areas of scientific knowledge and, of course, investment. In the countries engaged in research and development, are independent institutions that solve specific scientific strategic objectives. Thus, the education system has lost its monopoly on research.

Globally, there is an expansion of influence of the Anglo-American system of higher education in the educational services market. Moreover, the characteristic of the prevailing role of English in the fundamental education. Note that all computer programs, technical applications, web servers, international conferences are held in English. “Professional literacy level of the teaching staff is determined, including the ability to lead a discussion on the scientific English - the international language of scientific communication and digital computer technologies” (Borisov and Zapryagaev, <http://www.vestnik.vsu.ru/content/education>). Emerging global mega education. The global market for education represented today by three competing markets: (1) The

Figure 1: Parameters convenient to use online education in globalization of the education market



North American market; (2) the European market; (3) Australia, New Zealand and Japan.

Investments in this area are considered to be the most profitable form of investment. However, scientific and technological progress has initiated radical changes in social conditions. The pace of transformation of education systems was significantly lower. As a result, there was a gap between education and living conditions of the society, which ultimately led to the global crisis of education.

The main factors of planetary crisis in higher education, most researchers called:

1. Territorial - inability to provide everyone an opportunity to obtain the necessary education.
2. Conservatism - the backlog of acquired knowledge on the level of development of information and communication technologies.
3. The inertia - low adaptability of education systems to the different socio-economic conditions.
4. Local - specificity of the education provided by individual schools.
5. Restrictions - the inability to regional universities wishing to teach the entire spectrum of specialties in an area.
6. Transformation of the goals and values education.
7. Uncertainty place higher education in the social structure.
8. The increase in the danger of reducing the share of state responsibility for the sphere of higher education.
9. The withering away of the state's functions to control the educational sphere as a result of the revitalization of the global business structures.
10. Active implementation of higher education market relations.
11. The high degree of inequality among institutions of higher education.
12. The contradictory and uneven globalization process (Nikolskii, 2004, p. 17).

Conflict of interest in the market of educational services lead to conflicts of interest and at the same time contribute to the search for consensus. Therefore, relations between subjects of the market of educational services is based on the need for collaboration and cooperation of all stakeholders. This phenomenon, in the figurative definition of Kleiner "competition" (competition-cooperation), permeates the horizontal and vertical interconnection of the education market, with each of the subjects of the market participant acts as a competitive and partnerships (Nikolskii, 2004, p. 33; Lukashenko, 2006. p. 48).

Thus, at the end of XX - the beginning of XXI centuries. There have been dramatic changes in the global environment, which could not but influence the role, function, form and manner of functioning of higher education systems throughout the world. Some create new possibilities for the formation, while others are potentially dangerous. Opportunities and threats of changing global conditions are reflected in the Table 1 (The Formation of a Society based on Knowledge, 2003). The potential of a changing global environment - a pleasant environment for reforms, the possibility of economic growth, stabilization of the social situation of the country.

Global processes define knowledge as a priority in the formation of competitive advantages of any country. The comparative advantages of less determined by the wealth of natural resources or cheap labor, and more - innovations and competitive use of knowledge or a combination thereof.

The globalization of education - a controversial, uneven process, constantly changing forms and methods of implementation. Created transcontinental flows and action network, exchanges and power relations. New models of hierarchy and inequality, inclusion and exclusion dissect national borders. There are new problems of social integration, the global level and democratic accountability, because, as rightly pointed out Martinelli, the sovereign power of nation states erode, and their role in global politics varies significantly (Martinelli, 2002, p. 6).

Similarly, TNC, successfully operating in various sectors of the economy, the country's leaders have created educational TNCs that operate in the market. Modern educational TNK - it's mostly non-governmental organizations with non-state funding, but with strong government support. It: NASFA (USA), DAAD (Germany), British Council (UK), CIMO (Finland), IDP Education (Australia), EduFrance (France) and others.

TNCs are involved in the creation of specialized educational centers - their own training systems - corporate universities. Worldwide, there are now about 1,600 such universities, and 10 years ago there were only 400. In the corporate university is widespread so-called "co-operative education," suggesting the alternation of work and study. 10% of students studying in the United States are under these programs. TNCs first came to the realization that a more effective and rapid adaptation of young specialists to the specifics of work in a particular company, will start their own university. For example, this kind of training centers established in the structure of the company "Motorola" and "Intel." In Russia, we can talk about the creation of corporate institutions, companies "Rusal," "Ingosstrakh," "Uralsib," "VTB" (Globalization: The Human Dimension, 2003. p. 18).

For transnational business services market training, retraining and skills upgrading is also an attractive and thereby rapidly mastered. The process of training is fully integrated into the control system. The annual cost of vocational education and training of employees is at least 80-100 billion. In the struggle to improve the quality of education is actively uses the latest technologies and systems training, intensive courses and other innovations. Thus, funds allocated corporation "American Telephone and Telegraph" for training, significantly higher than the budget of the MIT.

In the UK, there is also the practice of cooperation between companies and universities - a system of accreditation of prior learning The Accreditation of Prior Experiential Learning, which was created back in the mid-1990s. The essence of this system lies in the fact that admission to the University takes into account all types of training applicant (courses, college, university, practical experience, etc.). To offset this preconditioning developed a special scoring system loans, which makes it possible to obtain higher education in reduced programs.

Table 1: The changing global environment: Opportunities and threats

Factor changes	Capabilities	Threats
The growing role of knowledge	Possibility of sudden growth in some areas of economic development; solution of social problems (guaranteed provision of food, health, water, energy, environment)	The widening gap in knowledge between countries
The revolution in ICT	Facilitating access to knowledge and information	The increase in the digital divide between countries and within countries
The global labor market	Facilitating access to the experience, skills and knowledge gained by professionals	Growth rates of “brain drain” and the outflow of advanced human capital
Political and social change, the spread of democracy, violence, corruption, crime, HIV/AIDS	Favorable conditions for reform	Growth rates of “brain drain” and political instability; loss of human resources

One of the most promising strategies of TNCs, allowing maximum use of scientific and technical potential of the host country, is the creation of overseas R and D laboratories - generators of new ideas, the so-called “Knowledge incubators” (Offshore Knowledge Incubation). Initially, the incubators have a certain degree of autonomy, but eventually become fully integrated in the TNC. They are deeply embedded in the scientific environment of countries (regions) for later use by the latest developments in certain multinationals. With “scientific and technical web” foreign R and D departments of multinational companies (MNCs) “catch” they need the knowledge and information. In this context, we consider it expedient to emphasize that the establishment of R and D networks of TNCs has initiated a new trend of globalization of education - the formation of planetary science and technology network - “Knowledge network.”

In summary: The most important factor of economic development is knowledge. However, knowledge alone does not transform the economy. It is possible to invest heavily in the formation of the scientific and technological potential and do not get a serious economic return for their investments (as happened, for example, in Brazil). Knowledge can bring the greatest benefit when used as part of a comprehensive system of institutions, organizations and various educational processes as much as possible taking into account the interest of potential users.

The globalization of the education market takes place according to certain laws, regulations and trends that govern it, predetermining the course of globalization itself, in turn consisting of a plurality of subsystems and components. The largest subsystem of the global education market are the (MNCs, globalization) and trans globalization DOC (EU, NAFTA, APEC). The next level - it nation globalization education market, which includes competing large state universities regions acceptors with the characteristic of each of its educational policies, history, image, etc.

Region globalization education market is relatively nation globalization education market smaller market competing universities, occupying a niche in providing higher education less prestigious, without a focus on the demand of the labor market. Under micro globalization education market refers to competition between non-state higher education institutions (and possibly the state, whose specialty is not in demand by students, and the students - graduates are not competitive in the labor market) cities and branches of state universities. There is no doubt that

these levels did confirm the presence of the globalization of the education market (Dubyansky, 2005. p. 19-20).

Dynamically developing processes of formation of integration associations caused by the increased mobility of society, on the European continent. Today the largest countries in Europe are considering international educational exchanges and programs as a key component of its foreign policy. As an example of international cooperation at the international level, the education market, we note the Bologna process in higher education and the Bruges-Copenhagen process in vocational education and training, with the goal of creating, by 2010, a single educational space.

The convention on the mutual recognition of diplomas and certificates of education from 49 countries have signed. Among them, Russia is an official member of the Bologna process. The entry to our country in the Bologna process is the recognition of diplomas in all its member countries, at the same time opens Russia to international competition in the field of education. In the developed Common Strategy of the European Union towards Russia identified areas of cooperation, including: Building a mutually beneficial relationship between universities and between universities and companies; the introduction of new systems of higher education and training, the exchange between institutions of students, teachers, scientists, researchers; intensification of research activities in the field of European interests of knowledge; language training; activation of the formation of a qualitatively new level of distance learning and the development of attention to the field of new forms of educational technology. As part of this strategy focuses on the need to implement the principle of availability of higher education to all members of society and the realization of equal rights the knowledge and creative abilities.

Among the programs implemented under the supervision of the European Commission, the very long-term (15 years) is the TEMPUS TACIS, the main purpose of which is the development of systems of higher education in the partner countries. Priority areas of Tempus TACIS are: Coordination of organizational and managerial aspects in higher education, continuing education, the mobility of teachers and students, the integration processes of Russia in the Bologna process, to ensure an effective quality management system of education.

In Tempus TACIS the following projects:

1. The European Tempus project “Mobility of students through the implementation of the European Credit Transfer System.”

2. The project Tempus TACIS “Franco-Belgian-Spanish and Russian cooperation in North Ossetia.”
3. The European project “Support to Public Administration Reform in the Republic of North Ossetia-Alania.”
4. The partnership with the Center for Economic Research and Graduate Education of Charles University in Prague.
5. Opening of the department of information technology on the basis of the North Ossetian State University jointly with the Thai Institute of Technology, University of Tokyo in Japan.
6. The “Advanced education in the field of tourism and hotel business” (Moscow State University, Petrovsky College of St. Petersburg, University of Perugia, Venice and Padua) (Hatsaev, 2005).

The dissemination of knowledge, aimed at bridging the digital divide, active World Bank for Reconstruction and Development (IBRD). Some of the initiatives include the establishment of the IBRD: A global educational network development; African Virtual University; Global Development Network; as well as the world of communication for Development Program (The Formation of a Society based on Knowledge, 2003, p. 176-177).

In globalizing education market are the most important technological advances and institutional innovation in the communications, reducing distances, removing time constraints and eroding national borders, creating a knowledge-based global system of production.

Planetary educational services market and the global knowledge economy is a distributed system with a wide range of geographically dispersed economic functions. First of all, it functions: Add the cost of the components of the activities of global corporations (R and D, strategic production and after-sales service services), labor, capital, goods and services are becoming increasingly mobile and decentralized are powerful trends.

To sum up, select the main manifestations of the process of globalization of the education market: The formation of TNK education, development of IT-technologies in education, the interpenetration of educational and social systems, partnership and co-operation of universities, standardization of educational systems and cultural values. Factors changing education market of higher education, their positive and negative trends and the results of the changes in the course of globalization of the education market are grouped in Table 2 (The Formation of a Society based on Knowledge, 2003).

Speaking about the reasons for increasing the concentration of capital, goods and services, seamless mobility, we should mention, first of all: The development of information and transportation technologies, i.e. Innovation related to the technical infrastructure of the global education market. These changes allow the processes to successfully overcome the global new stages with greater speed and efficiency. Next - the social infrastructure of the global education market provokes the creation of better organizational structure, at each stage, the birth of their training area.

Social infrastructure and training area - a relationship generating innovation, determining functionally significant organizational forms of management, coordination and control “spatially widely distributed activities” on the globalized market of educational services.

The problem of integration of Russia into a planetary educational environment is largely determined by its ability to adapt to a qualitatively different economic conditions and life in general, embedded in a dynamically changing environment.

The country still has “a canopy of higher education” - an overproduction of higher education in comparison not only with the current, but also future needs of the economy. Companies curtail long-term forms of cooperation with educational institutions. In 2006, the share of enterprises that do not co-operate with universities increased from 51% to 65%. At the same time, the company created its own system of training and education. According to the Levada Center, 15% of surveyed enterprises retraining centers exist in 11% - vocational schools, colleges and universities (National Information Center for Science and Innovation, <http://www.sciencrf.ru/client>).

Private investment in education shifted from the basic vocational training in additional educational programs and are increasingly seen as a purely formal, providing the minimum necessary and respite from the army. The real skill acquired additional education in the sector is often in parallel with the primary. In 2005, the cost of domestic enterprises for retraining and further training of its employees amounted to slightly <400 billion rubles.

Russia can provide educational services to foreign nationals. According to the World Trade Organization, the capacity of the global education market is 50-60 billion. The third part of the global financial educational turnover US control. The income from foreign students at 50 times higher than the cost of the higher school of the US government. Second place in terms of sales training takes Britain, which has tripled in the last decade, the reception of foreign students. Germany and France have mastered 10% of the market, Australia, Canada and Spain - 7-8% of the market. As noted above, in 2025 the number of foreign students in the world will increase to 5-7 million people, two thirds of them - are from Asia, especially from India and China (Galushkina, 2004). Consequently, the global education market will unfold the fight for the Asian region.

Annual growth of foreign students and their percentage of the leaders of the countries in the presentation of educational services displayed in the Table 3 (Borisov and Zapryagaev, <http://www.vestnik.vsu.ru/content/education>).

Russia’s share in the world market of educational services by the number of foreign students is 4-5% - in the country studying 100 thousand. Foreign students annual income from their training is 150-200 million USD, which corresponds to 0.5% of the global education market. In Australia, the number of foreign students only 1.5 times higher than in Russia, while the income from their training in Russia 10 times more, i.e. \$2 billion (Galushkina, 2004).

Table 2: The globalization of the market of higher education: Positive and negative trends

Factor changes	Positive trends	Negative trends	Results
Globalization	The development of democracy, increasing social mobility	The polarization of the world, “brain drain” from developing to developed countries	The international division of labor
Joining the Bologna Process	Go to the bipolarity	Increased tension between the poles	Integration into European economic and social space
Unification and standardization of education	Russian recognition of diplomas, the intensification of education, shortening training	Lowering the standards of education in Russia to pan-European, increasing social inequality	Social and academic mobility
Integration	Partnership and cooperation	The loss of national characteristics of educational programs	Creating a European educational space
Computerization	Reduces the updating of knowledge	Education pragmatism, humanistic values of distortion, translation of foreign educational projects	Simplifying the formation technology knowledge
Convergence	The interpenetration of education systems	The blurring of national and ethnic identities	Greater coherence of society and reduce the potential for conflict

We believe that strengthening the position of our country in the international market of educational services, perhaps above all, through the sale of “Russian brand product” - of the basic training. Moreover, given the “Asian” features the world educational market, it is necessary to sell services for the training of doctors, managers, sociologists, focusing on low prices of Russian education (Gurieva, 2006).

Socio-economic effects of foreign students: A source of increasing revenues; optimization of expenses for training local personnel; additional revenues from foreign students residing in the country; a form of attracting immigrants with high research potential; the development of inter-ethnic relations.

Competition in the global market for influence is already underway at the geopolitical level. If previously the major service providers in the field of international education have traditionally been the United States, Britain, France, Germany, Australia, Canada, Japan and the USSR, and the policy of attracting foreign students regulated by the state, today the process of globalization of education is realized through political channels, as well as an extensive network of international government organizations.

In the literature, defined the rating of leading universities “Big Eight,” which gives reason to submit the priority of competitive positions of the leading countries in providing educational services (Table 4) (Russia and the “Eight” in 2006, 2005, p. 28-30). Potential areas of activity of our country in the education market are the CIS countries, as well as Russian-speaking immigrants from Russia (who are going to actively cooperate with Russia in the field of business).

If Russia does not undertake vigorous efforts to improve the competitiveness of domestic education and takes the position of an outside observer, it is, unfortunately, in the short term, it will turn into an educational colony, i.e., will broadcast a foreign educational project. With Russia joining the World Trade Organization to quickly come to the major Western educational centers. In this context it is possible with a high degree of certainty that the Russian market of educational services will simply cease to exist. Plans for the TNC are global education. So, in our country they have opened their representative offices (only 15 British Council).

Table 3: Annual growth of foreign students by country

Country	The annual increase in the number of foreign students per year; %
Japan	15.8
Jordan	14.6
United Kingdom	13.9
Portugal	13,0
Australia	11.5
Finland	11.3
Hungary	11.1
Denmark	11.0
Cyprus	10.8
Germany	8.4

Table 4: Ranking of the leading universities in each of the countries “Big Eight”

Rating the best university in each of the “Big Eight”	The institution	World rankings
United States	Harvard University	1
Japan	The University of Tokyo	14
United Kingdom	Imperial College (London)	23
Canada	University of Toronto	24
France	University of Paris 06	41
Germany	Technical University of Munich	45
Russia	Moscow State University.	66
	Lomonosov	
Italy	Rome La Sapienza University	93

Today, Russia is represented by a set of disparate universities, which is almost negligible on a global scale. In order to promote Russian education on the world market it is advisable to create a national educational corporation under the Ministry of Education and Science. Meanwhile, the state’ actions in this area, unfortunately, are fragmented; the national project in the sphere of education is local and cannot lead to significant changes.

3. CONCLUSION

In the process of adaptation to global changes in the market of educational services of higher education a modern university, in our view, should have the following benefits presented in Table 5. Factors benefits presented: Developed network of branches in

Table 5: The benefits of high school to adapt to the globalized education market: Emerging opportunities

Factor benefits	Emerging opportunities
The developed network of branches in Russia	Wide coverage entrants segment by geography
Distance education system based on the Internet - technologies	The introduction of educational standards and methods to previously inaccessible sections of the population
Joint programs with foreign universities	Distribution of new educational programs and computer technology training
Highly qualified teaching staff of the university	Averaging computer training and the final implementation in everyday training
Flexible organizational structure of the university	Global average education programs
	The transition to the new standards of learning
	The quality of educational services and the required standards of professional competence
	Proper provision of quality educational services, systematic and timely update teaching methods
	Quick response to consumer needs at the level of the quality of educational services; strategic "adjustment" to the economic and political situation in the country
	The possibility of planned scientific - educational activity and competent management of the university

Russia; distance education system based on Internet technologies; advanced training programs with foreign universities; highly qualified teaching staff of universities speak foreign languages and are regularly passing internship in foreign universities participating in international conferences and symposia; flexible organizational structure of higher education. These factors determine emerging opportunities: A large-scale coverage of students at all signs of segmentation; full computerization of all activities of the university; the actual response to the demands of consumers of educational services and other malware.

Summarizing: The globalization of the education market is interrelatedness and interdependence of organizations, institutions and education. The new specification of educational services market is becoming urgent a series of relationships, "university-business". Is the formation of transnational chains of knowledge, the development of educational technologies, improving training programs, etc. At the same time, this process is accompanied by increased competition between the major players and to turn Russia from a supplier of graduates in the European and US labor markets Seller educational services, we need a multi-faceted, flexible model of cooperation with the international community in the field of education; the desirability of developing sound policies capable of ensuring systemic changes, combining national interests with planetary trends and is based on a partnership between government and business.

REFERENCES

- Borisov, I.I., Zapryagaev, S.A. Trends in the development of higher education in the XXI century. Available from: <http://www.vestnik.vsu.ru/content/education>.
- Constructing Knowledge Societies: New Challenges for Tertiary Education. (2001). Paris: The World Bank. p33.
- Dubyansky, G.Y. (2005), Economy Development Based on Knowledge: Ideological and Conceptual Basis. Moscow: MAX Press. p80.
- Galushkina, M. (2004), Export Education. Expert. № 28.
- Globalization: The Human Dimension. (2003), Textbook/Moscow State Institute of International Relations. Russian Foreign Ministry. Moscow: ROSSPEN. p112.
- Gurieva, L.K. (2006), President program of managers training as a factor of competitiveness of the region economy. Problems of Management Theory and Practice, 6, 49-57.
- Hatsaev, O. (2005), Moscow State University in International Educational Space. Higher Education in Russia. Moscow. No. 3.
- Kleiner, G. (2006), Microeconomics of knowledge and myths of the modern theory. Higher Education in Russia, 9, 37.
- Kochetov, E. (1998), Science development strategy. Society and Economy, 3, 198-199.
- Lukashenko, M. (2006), "Competition" in the market of educational services. Higher Education in Russia, 9, 47-55.
- Martinelli, A. (2002), Markets, Governments and global governance. Sociological Researches. No. 12. p6.
- National Information Center for Science and Innovation. Available from: <http://www.sciencercf.ru/client>.
- Nikolskii, V. (2004), Global education: The limits of liberalization. Higher Education in Russia, No. 8. p17, 33.
- Reflections on the Future. (2001), Materials permanent interdisciplinary seminar seminary Club of Scientists "Global World". Institute of World Economy and International Relations. Vol. 7. Moscow: Institute of Microeconomics. p29.
- Russia and the "Eight" in 2006. (2005), The Possible Global Education Initiatives. Analytical Note. Washington, DC: World Bank.
- Sklair, L. Transnational Capitalist Global Practice Andes Globalization. Available from: <http://www.chë.nu/sps/eve/globkonf>.
- Subbotin, A.K. (2004), The Boundaries of the Global Market Companies. Moscow: Editorial URSS.
- The Formation of a Society Based on Knowledge. (2003), New Challenges of High School. Dokl. Vsemir. Bank. Moscow: The World. p176-177.