REGIONAL UNIVERSITY DEVELOPMENT IN MODERN RUSSIA CONDITIONS


ABSTRACT
On the basis of scientific research results analysis (using the elements of content analysis) aimed at the study of the processes occurring in society, education and science the article reveals problems and contradictions affecting the development of a regional university model in modern Russia conditions. Such issues as the conservatism of the higher education system and, at the same time, its openness and synergism, an uneven development of higher education in the world and the development of specific educational areas, the crisis of formal education and the possibility of its integration with the informal one are revealed and discussed in the article. Among numerous contradictions being discussed, the most acute one is defined. This contradiction is between the desire of higher educational institutions and university teachers to creativity, independence, self-development and a rigid administration system that was developed in education at all levels of management.

Keywords: problems, contradictions, model, modern university, regional science-intensive educational organization

INTRODUCTION
The processes taking place in the system of higher education (standardization of expert training, optimization of university network, the diversification of funding sources and educational programs) are related to the search for an optimal university model by a state and scientists, corresponding to the state and prospects of Russia social-economic development and of individual regions [3, 4, 8, 13, 17, 20].

The purpose that the authors set for themselves during the writing of this article was the identification and the substantiation of the main problems and contradictions which were faced by higher educational institutions of Russian Federation today and which influence to a large extent and even can restrain their further development.

First of all, let us explain the concepts used in the publication. A modern regional university, for example, a regional or a basic one, is positioned as a a regional science-based educational organization in the typology of university systems. The regional character in its description indicates the direction of numerous and diverse types of university activities on the solution of regional problems. Science intensity reflects the availability of a sufficiently developed research component at a university: scientific research and their results, scientific and pedagogical personnel, scientific structures that have and develop mainly applied production and technological and regional relevant R&D. At the same time, educational activity is the main type of activity (and the main source of income) for a regional university [4, 10, 13].

The verb "modern" is treated as referring to one period of time, to one era with someone, or something which is at the level of its century and not retarded [7, p. 731]. According to the definition of the dictionary, it is possible to define a modern regional university in the following way: it is a knowledge-intensive educational organization that implements various and multilevel educational, research and social-cultural services that meet modern and future demands from regional customers and consumers of these services [4, 18, 20].

Hence, a regional university model. It is a conceptual image of it, created by an author's team of university designers. The advancement of a modern regional university concept and the development of
its prognostic model is timely and relevant, since the changes taking place in the system of higher education during recent years in all developed countries, including Russia, give rise to a number of problems and contradictions, leading to a different understanding of a modern higher education institution mission and, consequently, the shift of higher education paradigm [4, 10, 12].

Nowadays, the system of higher education in Russia is prescribed normatively with the transition from expert training to the training of well-educated bachelors and masters in the framework of a competence approach. This prescription is absolutely adequate to the essence of the postindustrial transition, but its implementation is difficult for a number of reasons.

First of all, Russia is characterized by a large irregularity of technical and economic development, the stratification of the country economic space into post-industrial megacities, industrial resource-producing regions and depressed areas with a residual economy and purely agrarian areas.

Secondly, the system of higher education is not ready at all levels and by all universities to switch to flexible specialties and produce “competent employees”. The restriction is the higher school itself, which lacks teachers who are the carriers of such competencies, and also have the experience in development and the implementation of research, innovation, technological, business, social and other projects. Moreover, the modern system of higher education is characterized the “proletarianization” of teachers [3, 14].

Thirdly, Russia has the competition between the institution of formal (formalized) education and other spheres of activity for public attention, which supplant the institutions of education, performing the same social functions more effectively. This leads to the crisis of formal education institutions and the transition of human reproduction, the generation of ideas and knowledge to the institutions of non-formal education. So, for example:

- Values, vital and consumer attitudes are developed actively by film industry, television and advertising;
- Mass media and the Internet become the sources of knowledge and information distribution;
- Innovative business is the generator and the implementer of new ideas in the modern world, it is more mobile and productive in this form, as compared even with universities;
- The reproduction of life styles, the management of social-cultural projects are offered and successfully implemented by informal communities and social (including professional ones) networks actively using modern means of telecommunications.

The influence of these institutions, on the one hand, gave rise to the phenomena of formalism, falsification and imitation of formal (formalized) higher education, as the symptoms of the transition epoch [5], and, on the other hand, made the system of higher education (higher education management) to select one of the following options: 1) To the past - to the Soviet model, 2) To nowhere - to the raw material model, 3) To the future - to a new model integrating the most effective approaches and forms, free from many contradictions and problems.

METHODOLOGY
The content of the issues discussed within the framework of this article was received by the authors from a variety of sources and processed using content analysis. The content analysis was carried out within the following logic: 1) the study of various sources (scientific literature, mass media, regulatory legal acts) containing information on the status of the issue under study; 2) quantitative and qualitative analysis of texts and textual arrays to get the subsequent meaningful interpretation of the identified problems and contradictions; 3) reflection, analysis and self-analysis of the subjective scientific, pedagogical and managerial experience of the authors in order to identify the problems and contradictions between the data of educational practice and their theoretical interpretation; 4) the ascent from the variety of text and conceptual material to the content of the article text (the formulation of the conceptual-categorical apparatus, the description of problems and contradictions that must be taken into account during a modern regional university model development).
MAIN PART
The study of scientific literature on this issue [1, 2, 11, 14] made it possible to single out the following issues among the issues leading to the idea of higher education and its conceptual foundations substantial renewal. One of the problems is related to the traditional view of higher education prevailing in the scientific and pedagogical environment as a kind of a stable and conservative system. Since the slogan "the changing world means the changing education" is actual now, it becomes necessary to change the perceptions and the stereotypes about education among higher education organizers and university teachers [3, p. 15]. Higher education is a dynamic system and, even, standards are dynamic with their iterative qualities.

The next problem is rather contextual one, but nevertheless it influences and will influence the future of Russian universities, since the developing model of a university is an open system that is influenced by many external factors. Therefore, it is important to focus attention on the fact that a large regional university (such as a federal or basic one) is a complex social-economic system. Therefore, when you study, characterize and describe a prediction model, it is necessary to use the systemic and synergetic approaches, which will not be described due to their sufficient description [1, 13, 19]. We will consider in detail only those problems and contradictions that should be addressed by the educational organization which achieved high level of development and, whose understanding will help a regional university to determine potential reserves for further strategic breakthrough.

Let us pay attention to the problem, which is related with the uneven development of the countries. This leads to the global "map" of higher education change. Thus, a number of countries in Asia, Africa, Latin America are in the pre-industrial stage of social-economic development, Brazil, China, India, South Africa, the Southeast Asian countries are at the industrial stage, and the OECD countries are in the stage of post-industrial development [8]. It is expected that various social and educational projects will be developed in these groups of countries in the next two decades to ensure their implementation of the higher education system.

On the background of increasing inter-civilizational competition ("civilizational faults"), educational areas are developed, based not only on the unity (affinity) of languages and cultures, but also on the similarity of social-economic structures. In this regard, in our opinion, the Bologna Process project drowned in the waves of sanctions, leaving an indelible mark on the higher education system of Russian Federation. This was predictable.

Despite the fact that such educational youth projects as the programs "TUNING" and Erasmus+ still take place in the European space, the educational projects turned to east and south are much more promising ones. The demand for various educational professional programs in these regions of the world, as well as for short, integrated ones among the second and the third age groups of the population, increases and will increase exponentially.

In the opinion of the article authors another problem is related to the so-called crisis of formal education, which is reflected in the following fact:

- An ideal of a person defining sense and the purposes of education is destroyed; The imperative of "teaching everything for everyone" has lost its force; the belief in the power of education that exalts a man is doubtful;
- Knowledge and education became a utilitarian value, one of the goods offered to a consumer by civilization. Modern information environments (mass media, the Internet) provide quick, easy access to information that is perceived by the mass consumer as something simple, cheap and affordable;
- Higher education in Russia has ceased to function as a social elevator;
- The result of these factors is the students' motivation sharp decrease for education, realized in its traditional institutions and technologies, with a traditional content;
- A significant deformation of a university teacher profession took place. The professional position of a teacher is replaced by the position of a technical specialist processing the flow of trainees. His task is to "provide information" and receive feedback from students through formalized control procedures. Teachers are divided into two categories at universities: a tutor, whose task is to work with the flow of students, and a researcher, a creator, who usually works with undergraduates and graduate students, including them in the activities of a scientific school;

- Many educational organizations, especially regional universities, have lost the positions of social and economic development "locomotives" and have turned into the factories producing diplomas.

The authors cherish the hope that on the wave of a post-industrial transition to a creative economy, there may be a need to develop research and project competence among the graduates of universities, their readiness and ability to ask questions, seek information, analyze, fantasize, create, make substantiated decisions. Then the potential of university education will be possibly demanded again [16].

The next problem is related with the fact that the interdisciplinary education, combined with the Federal state educational standards replaced the teaching of a specialty, aimed to shape graduates' ability not only to apply the acquired knowledge, but also to create new knowledge through thinking and communication and act in accordance with them. Qualification requirements, in the sense of acquired knowledge and skills list, were replaced by the requirements of competence, such as the ability to make right decisions in dynamic processes, organize the work of others or the work with other activity participants. At that standard educational programs should become subordinate elements of an individual educational trajectory, for which a person is immersed in various institutionalized (university, advanced training, additional vocational education) and non-institutionalized (self-education, educational tourism, network community activities, trial employment, etc.) forms of education [13, 14].

These changes are not reflected adequately in the structure and the content of working educational programs and in the activities of university teachers, respectively. Thus the necessary professionals in the field of social or cultural engineering most often appear as a result of non-institutional (informal) education, or during a profession change (more precisely, during the acquiring of a second profession) in the course of practical activity and its reflection.

The discussion of the problems associated with the development of a modern regional university model is a necessary stage on the way to the understanding what needs to be changed in the system of higher education and in the activities of universities to obtain a promising model of a university. The creation of a regional university prospective model must begin with the analysis of contradictions, since the development of a modern regional university model is accompanied by a number of contradictions, the overcoming of which is necessary, first of all, for a university aimed at development. The carried out analysis of the scientific literature [3, 5, 6, 11 and own scientific-pedagogical and management activity [14; 15, pp. 93-98] showed that the following contradictions become more acute in the system of formal education:

- a natural aspiration of regional higher educational institutions (and scientific and pedagogical personnel) for self-reflection, for creative self-development, self-improvement and the growing process of etatization, in which the educational policy in the country, in a region, even in relation to teaching methods, is defined by state and the management of educational organizations looks like "direct administration" [13, 15];

- an objective need of educational organizations and educational service consumers in a new quality of education and, more broadly, in a new quality of educational service providers, implemented on the principles of the humanistic education paradigm, and the ongoing processes of de-individualization and dehumanization by inertia in the social and pedagogical environment of universities;

- the need to focus training programs on a learner's personality, the increase of a learner's subjectivity, his general cultural, individual-personal development and the existing practice of teaching based on the information-knowledge approach, with the lecture-seminar method of teaching prevailing at a university,
inveterate formalism, a passive position of a student in educational process and in his personal and professional development;

- objective requirements for the integration of culturological and competence approaches, the openness of regional university educational systems, the use of formal and also informal education potential in teaching and an insufficient dynamic of these processes, an unduly stressed tendency towards a utilitarian and practical approach to education [14, 18];

- The need for an education system development aimed at the creation of conditions for continuous personal development, as well as for horizontal and vertical professional genesis of teachers engaged in higher education, and the current practice of their professional training only for highly specialized pedagogical and scientific activities; an ideological orientation "education for life" preserved in the educational environment [14, 18, 20];

- The need to strengthen the regional aspect of higher education management in order to develop a regional market of educational services, a regional labor market, the orientation of educational and research services to a regional consumer, and vertical managerial ties, federal funding for expert training;

- The need for public-government management of expert training in a region for an adequate professional behavior and self-actualization in various levels of environments (including regional, federal and international one) and the lack of such management models in public administrative structures and educational institutions;

- The need to manage the prospective development of a regional university (in the management of innovations and the development of a university human resources), also on the basis of system management, and the lack of a developed mechanism for such a management implementation [15, 17].

SUMMARY

Thus, the mentioned problems and contradictions actualize the research on the problems of higher education development and the model of a modern university that meets the requirements of the state, a region, and an individual.

The analysis shows that the discussion of future promising higher education projects and university models in Russia is just the beginning in the philosophical and pedagogical communities.

Nevertheless, the development of such projects and the design of such university models are important for Russia, since higher education is a powerful factor in the purposeful organization of human activity that can be realized in positive social-cultural and economic changes.

REFERENCES

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