

Regional Integration Process and Strategy of Human Capital Formation

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Abstract—The Eurasian continent has long attracted the attention of researchers. Scientists from different branches of science are especially active in studying the modern political landscape of Eurasia, because in recent years it is precisely here that complex political processes are unfolding, as a result of which the continent becomes the leading political and economic power center in the modern world. Researchers consider changes from the point of view of globalization and regionalization. One of the main regional integration processes is Eurasian integration. At present, this process is experiencing certain difficulties. Its development is complicated by the non-linear way of formation of human capital, which determines the activity of the main participants of the regional integration process. The article specifies theoretical grounds and provides practical examples of innovative methods for carrying out educational activities to train specialists for the Eurasian Economic Union and the common Eurasian socio-economic space. The basic principles of the formation of human capital are characterized. The innovative model of the Eurasian scientific and educational consortium is described separately.

Keywords—*integration, Greater Eurasia, human capital, strategy, education.*

I. INTRODUCTION

In the first decades of the XXI century, the huge Eurasian continent is experiencing an organic transformation into the leading political and economic center of power in the world. Observers note here world contradictions and military confrontations, complex political processes. In this regard, Greater Eurasia strenuously attracts the attention of scientists representing different branches of scientific knowledge. Among the discussed problems, an important place is occupied by the analysis of a multitude of diverse processes and phenomena that were the consequences of the collapse of the USSR. The assessment of the political processes taking place in the region is carried out in two directions: from the standpoint of globalization and that of regionalization. One of the most important manifestations of the formation of a new political landscape in Eurasia is the Eurasian integration process, which resulted in the emergence of the Eurasian Economic Community, the Customs Union, the Common Economic Space, and the Eurasian Economic Union (EAEC). It is this process that has the character of regional integration. Researchers identify objective factors in it: geographical, ecological, economic, political, historical and cultural. S. Yu. Glazyev in his speeches and works emphasized that in the Eurasian integration process all civilizational diversity is preserved with full equality of participants [1].

In today's globalizing world, one of the leading trends in the evolution of the world economy, science, culture is the unification of efforts with the goal of effective development of various states as constituent elements of a planetary socioeconomic and socio-cultural system. To properly define strategic goals and tactical methods for achieving them, it is necessary to orientate ourselves in the history of development of various regions and peoples of the Earth. Participants in regional integration should also have an adequate understanding of the experience of economic, political, cultural relationships and interactions of the Eurasian peoples.

The origins of integration processes on the Eurasian continent can be found in the earliest periods of its history. One of the manifestations of unifying tendencies was the promotion of the Russian population to the east in the framework of the formation of the Russian Empire. The frontal development of the Eurasian steppes under Alexander I and Nicholas I brought about a huge change in the entire life of the peoples of the Great Steppe. The Russian military strategy and trade and economic policy were aimed at creating strategic important strong points with the wide involvement of vast spaces into the orbit of Russian statehood. The political institutions of the empire were deeply embedded in the traditional socio-political structure of society and brought it out of the hands of khans and sultans. The habitual way of life of the steppe people was destroyed. The process undoubtedly changed not only the stable social and political relations that had been formed in the life of the nomadic community for centuries, but also changed the mentality, moral and spiritual values that formed the basis for the existence and identity of the population. The various strata of society, the whole culture and ethnopsychology of the inhabitants of the Steppes experienced a process of change. With the revolutionary events of the first decades of the twentieth century, new changes took place in the political landscape, a common geopolitical situation developed, common borders were established, common history, common economics and culture continued to develop.

After the collapse of the USSR, other political elites began to form in the new state formations of Eurasia, they saw new versions of historical and political development in samples from Europe, the US, China or Turkey. Other people began to come to power, unrelated to the Soviet past and common heritage. In post-Soviet Russia, however, the notion that the Central Asian countries see how to unite with Russia was formed. In reality, things are different. It is enough to analyze the state of trade between Russia and the countries of Central Asia, and

most importantly, not just the figures, but the structure of this trade turnover to understand that Russia is rapidly losing its attractiveness as an exporter of high-tech products. Therefore, in order to preserve integration process, Russia should create an economically attractive and competitive scientific product for the participants of the regional integration process, which is competitive at the world level. Simply put, when young people in the same Central Asia will strive to learn primarily Russian, and only secondarily English, then we can say that the process of integration has become irreversible [2]. This situation has a negative impact on the evolution of integration processes and requires constant work to develop an early political solution.

Researchers in the newly independent states of Eurasia are constantly analyzing new phenomena emerging in the process of regional integration. They emphasize that Eurasian integration can be defined as a natural process, conditioned by geographical, historical, economic and geopolitical factors, the process of uniting the former Soviet republics into an interstate union that has supranational institutions of governance. This integration process was named Eurasian, since it unites the peoples living in Europe and Asia, and is also the embodiment of high ideas of Eurasian unity. The name "Eurasian" emphasizes, or rather constitutes, the equality of the two parts of the interstate union (European and Asian peoples), contributes to the people's acceptance of its goal by the heart, and from the point of view of perception makes it as attractive as possible [3]. Integration in multi-speed and multi-level forms can lead to the creation of new, more stable models of political and economic development. The implementation of the Eurasian project stimulates not only the restoration of the destroyed economic ties, but also the access to new levels of economic cooperation, which will inevitably yield positive results in the development of national economies.

Eurasianism can be considered not just the main geopolitical concept for Russia, but a geopolitical tradition of the Russian state [4]. It is able to become not only one of the vectors of the country's foreign policy, but also a part of the ideological foundation of the building of a new Russian statehood, as well as a means of ensuring the national security of the Russian Federation and other Eurasian states.

Today, the process of Eurasian regional integration has faced many obstacles in its evolution. Its further development is inevitably connected with who will be the actors of this process. However, the national elites of Eurasian states often have a destructive effect on integration processes, forgetting about the strategic interests of society and the state. Their personal ties with business and a direct interest in increasing the incomes of these or those companies make it difficult to develop political processes on the continent. In this connection, let us pay attention to the human potential that T.G. Khramtsova considers both not only and not simply the quantity of resources, but also the "possibility of developing the system in the given direction", enclosed in them [5]. The appearance of selfishly motivated national elites requires substantial counterbalances. American political scientist N.V. Zlobin repeatedly expressed the view that such a counterweight should be a variety of supranational institutions, public mechanisms of "soft power". Broad Eurasian integration, including Europe, China and India, as well as the Middle East, could become a powerful

stabilizing factor that helps to overcome the global economic crisis and create new opportunities for development.

In solving these problems, the creation of a single Eurasian scientific and educational space should be considered as the main instrument of "soft power". It is education that makes it possible to train a specialist aimed at professional activity in the conditions of Eurasian integration, to give him the knowledge and skills, which today are considered the most important part of human capital. Russia's experience in conducting a dialogue with other national cultures is extremely important for the peoples of the Eurasian states. Suffice it to recall the significant figure of Ch.Ch. Valikhanov, a graduate of the Omsk (Siberian) Cadet Corps. Chokan is the first Kazakh scientist, educator, historian, ethnographer, painter, philologist, philosopher, hydrographer, topographer, traveller, diplomat [6].

In the third millennium, Russia and other countries of the Eurasian space entered a new era when there was a special need for the formation of a new man, the development of a humanitarian paradigm for training and educating a highly professional specialist to work in the new economic, political and cultural landscapes. In many of the newest states, the problem of preserving (and in some cases reviving) national identity has become acute. Ensuring the preservation of traditional values is associated not only with the solution of political, economic and social problems, but above all with the education of a new person, for which the main route has been to turn to the cultural, historical and spiritual-moral principles of the domestic mentality [7]. UNESCO declared XXI century the century of education. Education has a key role in the spiritual and moral consolidation of Russian and other societies, their rallying in the face of external and internal challenges. Education helps a person to strengthen social solidarity, increase his level of confidence in life in the Fatherland, his fellow citizens, society, the state, the present and the future of his country in the common continental space.

The formation of human capital is a process of increasing the productive qualities of the labor force, ensuring a high level of education and skill. It is crucial for the long-term economic growth of any Eurasian country. The basis for the formation of human capital is the acquisition of new knowledge and skills. A meaningful, practical-oriented education contributes to improving the quality of life of people and the exercise of their civil rights and obligations. The accumulation of human capital precedes economic growth and serves as its basis. The process of accumulation of human capital is an investment in education and training, such investments can be viewed as a tool that affects the different aspects of the life cycle of people. The degree of accumulation of human capital varies by culture, country, region of residence of the bearer of human capital.

The current stage in the development of the process of Eurasian integration requires highly qualified specialists with theoretical knowledge of the history, culture, science, technology of Eurasian state entities; they also need to have the skills of practical work in various ethno-cultural environments, be able to work in a multinational working team. The formation of human capital of such workers is associated with the presence, acquisition and development of such components as health, intelligence, talent; ability to creativity, volitional mobilization

and self-development; professional knowledge, skills, competence, qualification, professional experience, special qualities (mobility, flexibility, adaptability, readiness for change, business independence), etc.

In the process of Eurasian integration, an innovative environment is formed in which the tendencies of the formation of diverse forms of education and upbringing of future specialists in various spheres of the life activity of the Eurasian states are manifested. This environment appears in innovative scientific and educational projects that tend to constantly expand the interaction of science, education and business. A similar project is the scientific and educational consortium (NOC). Such a form of international interaction between science, education and the tendency to expand the attraction of business is in itself innovative. We propose a model developed specifically for the Eurasian space, which aims to prepare a new specialist for the established Eurasian Economic Union.

Today, the need to learn from each other, regardless of borders, is as relevant as ever. Globalization and integration have changed the working conditions for many specialists, primarily heads of small and large corporations, institutions, administrative workers in Belarus, Kazakhstan, Russia, other Eurasian states that have not been left out of the formation of the Eurasian and world political landscape. The proposed model of the NOC includes universities, research institutions, business organizations of Belarus, Kazakhstan, Russia, other states of the east and west of the continent [8]. Students in the consortium have the opportunity to choose the course they need due to the modular principle of building educational programs and to get education practically at the workplace. NOC is able to quickly adapt the content of training courses to new economic conditions and to the wishes of the consumer market. The work of the consortium promotes large-scale training of managers and specialists. In the course of it, they can practically get acquainted with the realities of the economy, law, politics, socio-cultural reality in different countries of Eurasia, and not get knowledge concerning only one country taken separately. Future specialists can take various kinds of training and production practices in different universities, different countries, different leaders. Thus, they receive practical skills that are important for their subsequent professional activities within the Common Economic Space and wider. To promote such innovative training will be networking. The model of the Eurasian consortium allows us to introduce the latest results of the development of fundamental and applied science in the content of professional training of future specialists for the Eurasian socio-economic space.

Here are some examples from the practical educational activities of the University with the IPA EurAsEC, where for many years citizens of the new state formations of Eurasia have received professional education. The educational process in the university is based on the following principles of the formation of human capital.

The principle of continuity means a sort of integrativity between all stages and stages of education. For example, the University conducts the Eurasian Complex Olympiad "Vector — for Integration". It involves schoolchildren and students in secondary specialized educational institutions of Belarus, Rus-

sia, Kazakhstan, Azerbaijan, Kyrgyzstan, other countries. Winners of these Olympiads receive certain preferences upon admission.

The principle of integrality implies the formation of a system of students values, including the traditional values of the peoples of the Eurasian continent. They are helped by the special attention paid by the University to the study of Russian by foreign students. To carry out this work, the Center for International Cooperation and Training has been established at the University. It organizes individual work with every foreign student after testing determines his level of knowledge of the Russian language. Let's notice, that students study not only Russian, but also other European languages (choosing English, French or Italian).

The principle of psychological comfort is of particular importance. The University ensures the removal of all the stress-forming factors of the educational process on the basis of the implementation of the ideas of pedagogy of cooperation, the creation in the team of an atmosphere of benevolent respect for the personality and individuality of each student representing a particular Eurasian country; recognition of the right to own point of view, position, development of dialogue forms of communication.

The principle of variation complements the previous one. In the process of solving a variety of educational problems, it involves the formation of a personality capable of independent action and adequate decision-making in situations of choice, able to withstand external pressure and defend its position. Such a person also has the ability to understand and accept an alternative point of view, if it is argued by other ethnic and generally accepted cultural norms of morality and ethics.

The principle of creativity means the maximum orientation to the creative principle in the teaching and educational process. At the same time, the cultural and historical experience of different peoples is assimilated, the adoption, as a support, of that spiritual stratum that forms traditional values and which constitutes the basis of the human Personality.

In the course of educational activities, the University solves such strategic tasks as:

1. Formation of a careful attitude to the cultural heritage of the Eurasian peoples, the nature of the continent, its history and traditions.
2. Preservation and enhancement of traditional moral, cultural and scientific values of society, one's own and other peoples.
3. The acquisition of professional skills in a multinational team based on respect and understanding of the need for friendly and effective interaction.
4. Active opposition to the promotion of models of mass culture, based on the cult of violence.
5. The formation of a moral, creative, highly qualified personality, capable of actively working in different regions of a single socio-economic space.

II. CONCLUSION

The educational activity of the University with the IPA EurAsEC creates a theoretical basis for the organization of the NOC and outlines the main directions of the strategy for the development of human capital in the context of Eurasian scientific and educational cooperation. The practice of organizing the teaching and educational process at the University is designed to contribute to the formation of the spiritual, moral and intellectual potential of future specialists for the activation of the regional Eurasian integration process.

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