

Peculiarities of Individualization Principles of Multilevel Professional Education Under Conditions of the Cross-Border Educational Complex

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Abstract—The article discusses the categories, principles and foundations of activities in the system of multi-level vocational education in the border region. New integration processes in professional education have made visible demand in receiving education among applicants from foreign countries. The Kurgan region with its developed educational cluster annually attracts hundreds of foreign students from neighboring countries, whose selection criterion (one of many) is proximity of an educational institution to their native borders. This trend has exposed the problem of individualization of multilevel professional education, taking into account the needs of foreigners. An attempt is made to highlight the peculiarities of foreign student preparation in the concept of continuity of multilevel professional education developed by the author. A distinctive feature of the materials presented is the author's application of the results of the author's research conducted in the Russian Federation and Kazakhstan.

Keywords—*individualization of education, educational complex, principle, education system, student, continuity.*

I. INTRODUCTION

The development of the market economy, including the field of education, the growth of citizens' legal awareness and individual freedom, formation of professional self-awareness among young people require from the institutions of the professional education system to switch from training specialists in mass professions to individually-oriented professional education of a new generation [1].

This process is clearly observed in the educational environment of a border region, which is the Kurgan region. As far back as 1995, the officers of the Federal Migration Service noticed a process that we called "border academic migration", featuring the arrival of young people in our region for the duration of their studies, after which most of the graduates departed back home.

Besides, we have identified, recorded and described another process, which is also a unique phenomenon in the educational practice of Russia and it represents arrival of foreign citizens to study in the Russian Federation with the prospect of obtaining a residence permit, and, later, citizenship.

For this category of young people, proximity to the state border of the Russian Federation is a fundamental factor in

choosing an educational institution, as they need to periodically travel to their country of residence under migration laws of the Russian Federation.

Participants of this process were young people aged 17-25, citizens of Kazakhstan and other Asian countries. Kurgan State University, the Border Institute and the College of Technology are especially popular among them. The total number of foreigners who have received education in the region over the past 10 years has exceeded 300 people.

II. RESEARCH METHODOLOGY

Since 1998, we organized an experimental study, the purpose of which was to build a multi-level educational complex of secondary and higher professional education on the basis of continuity. For this, the experimental research base was determined and a detailed study of the curricula of the regional colleges and the university was carried out [1, p.3-18].

It was namely at this stage that qualitatively new trends in professional education were identified, they were caused by a border location of the Kurgan region [1]. The main criteria for obtaining education in Kurgan educational institutions by foreigners, according to our survey, were:

- 1) Proximity to home.
- 2) Transport accessibility.
- 3) Low tuition fees.
- 4) High quality education in comparison with educational institutions of the country of citizenship.
- 5) In-demand professions.

Due to an increasing demand for educational services by foreigners in the Kurgan region, it becomes urgent that each student should create their own "educational trajectory", be able to choose the courses and subjects that they consider essential to study in accordance with their professional interests and plans, labor market needs of the country of their residence, which is a manifestation of individualized education [2,3].

III. RESEARCH RESULTS

At the initial stage, we diagnosed foreigners applying for admission to Kurgan State University and Kurgan Technological College, in 2013 there were 138 of them, the

number of Border Institute cadets of foreign origin is unknown to us, due to the unavailability of information.

Diagnostic testing was carried out according to special questionnaires developed by the author for this particular research. The questionnaire included 4 units: on readiness for training, professional perspectives, professional mobility, cognitive activity.

An interesting result was that more than 54% of foreign applicants were absolutely not focused on an individual approach to training, did not understand a creative and individual nature of educational activities.

After conducting our experiment, the number of foreign students directly oriented to an individualized development of their educational paradigm reached 61%. A special role in this process belongs to work experience internships that directly demonstrate the features of professional activity, a need for qualitative education and a stable individual attitude of the student to the object of labor, based on the knowledge, skills and abilities gained at the educational institution.

IV. PRACTICAL SIGNIFICANCE

Considering individualized education, in our opinion, attention should be paid to individualization principles, as the fundamentals of any progressing developing system. Within a border region, special needs of foreign students are aggregated to them. These needs are specified depending on the chosen field of professional employment, including whether a future specialist plans to move to Russia.

These principles have long been reflected in the education system, but are practically not specified in the directions of its development. For us, it will be interesting to implement them taking into account the needs of foreign young people who receive education in a border region of Russia.

WE have found as the most interesting the classification made by academician A. Novikov, who considered principles in a slightly different way, but regarding the topic of our study, they are also relevant [4].

The only specific factor that could introduce some changes into this classification is the fact that the foreign educational systems that we studied for the purposes of this research in practice are not absolutely identical.

We have revealed the fact of better readiness of the Kazakhstan graduates for the academic conditions in secondary and higher professional educational institutions. The applicants from Kyrgyzstan are more adapted to the secondary level of education, showing average results in the process of obtaining education, which is associated with the language problems that are qualitatively different than in Russia and Kazakhstan in the areas of training for high school students. The Unified State Exam is an insurmountable obstacle for this young people.

In our opinion, it would be worth starting the principles classification with the principle of permeability, which means overcoming the closed traditional academic style and the routine of educational institutions, where permeability is active partnerships, including with foreign employers. Today, the reporting of educational institutions to the public takes place, including on the INTERNET.

A number of educational institutions have implemented monitoring possibility and accessibility for certain groups. In

Russia, it has long been a practice of involving the community representatives in the Academy Boards of educational institutions.

In a number of educational institutions, the student has the right and can implement transition to another educational institution when there is real integration of curricula, which suggested the possibility of accelerated education and passing examinations without previous attending lectures.

Unique, in our opinion, is an ability of current students to simultaneously major in two or more specializations, taking into consideration only their own educational needs. It is especially relevant in the framework of the regional educational complex implemented in the Kurgan region, however, in our opinion, this principle can be expanded in compliance with the educational needs of foreign students.

Guided by this principle, it is possible to systematically create, for example, international student research communities, as it is now carried out on the basis of Kurgan State University, when cooperation with Kazakhstan colleges and universities makes it possible to acquire international status for student science [5].

Besides, it is one of the ways for business and scientific integration, when there is an excellent opportunity to broadcast educational experience in the international scientific community. It is also a way to attract applicants, to develop international relations on the basis of international continuity in education.

Besides, we studied the curricula of several professional colleges of the Republic of Kazakhstan, with the aim of creating integrated educational programmes aimed at continuing the education of their graduates in our educational complex.

Another principle is mutual recognition of student certification by educational institutions, this principle involves the transition of educational institutions to market relations, emergence and intensification of competition between them. Education becomes a service that is sold in the market; the market requires appropriate strategies and tactics for the activity of professional institution in the market of educational services [6].

Competing institutions are becoming more mobile under the pressure of external requests. It is due to such a request that education for foreign students has appeared in professional education institutions.

We have identified an increase in demand for foreign students in studying humanities, which amounted to about 38% in the positive dynamics during 2014-2019.

The principle of regionalization of professional education means rational selecting the content of education, rejecting unified curricula, programmes, textbooks, transiting from sectoral orientation of educational institutions to regional one [7].

In the regions, small-sized business defines the staffing requirements, determines the scale of training for specialists in certain areas and categories.

If to consider the regional educational market of the Kurgan region, then the main player in it is the state and local government bodies that determine the demand in job opportunities for certain categories of personnel.

We have identified another dilemma, i.e. local authorities are making an order in professionals, educational institutions train workers and specialists in accordance with it, and then those who receive free education do not go to work according to the received specialization.

This primarily concerns pedagogical specializations, the vacancies of which could be closed by specialists who have received specialized education in order to obtain citizenship of the Russian Federation.

Out of 260 schoolchildren of Kazakhstan, from the regions bordering the Russian Federation, 98 did not exclude a possibility of employment in a low-paid positions if this would help further professional growth and obtain Russian citizenship.

Vocational schools focus on training personnel to meet the needs of the regions where they are located, moving from a highly specialized industry-based specialization of student training to a wide range of all the professions demanded in the region and the labor market [8].

Taking into consideration the presence of foreign students in an educational institution, it is in such areas as the Kurgan region that it is possible to successfully implement training programs for them.

The process of regional reorientation of educational institutions is faster in small cities, where often there is one institution of secondary vocational education, which has to expand educational programme specialization, becoming multi-level professional institutions that conduct primary vocational training, retraining, and implement educational programmes for primary and secondary general education. For us, such an institution is Kurgan College of Technology, which implements training in more than 10 specializations and has end-to-end professional education programmes on the basis of continuity.

Regionalization of professional education is a further strengthening of the culture-forming and ethic functions of professional education institutions in the regions, in particular, through the implementation of any educational programmes for the local people [3], who can also be reoriented to foreigners with a similar set of educational characteristics.

In our opinion, it is necessary for educational institutions to enter the general educational space of the regions, in which strategic programmes for education development are often worked out in full isolation from professional education. Professional educational institutions are isolated from each other, they turn into adversaries in the struggle for the applicant, this fact weakens the value of this principle, slows down its development [8]. However, international educational complexes could be a good example of implementing this principle, they are based on the continuity of national education systems.

V. SUGGESTIONS AND IMPLEMENTATION RESULTS

The Kurgan region, in our opinion, has good prospect in the educational service market specifically in the field of foreign specialist training.

We conducted a survey of the graduates of the schools bordering the regions of the Republic of Kazakhstan on the Russian Federation, the survey showed that out of 260 respondents, 43 of them plan to get education in Russia, and

11 of them named the educational institutions they want to enter and desired specializations at Kurgan State University, this shows a possibility of expanding the boundaries of the regional educational complex and a need for professional orientation among Kazakhstani schoolchildren.

We basically did not use the data on the applicants at the Border Institute, due to information protection. However, we believe that some foreign applicants who did not enter the military higher institution for various reasons could be reoriented to receive civilian specializations at Kurgan State University in similar academic fields, for example, technical ones.

Besides, we have defined the priority of the cooperation principle, which, in our opinion, is going to be developed by educational institutions as a priority, and which provides for establishing mutual understanding, trust and mutual insistence on high standards of the teacher and students in the educational institution, this principle is implemented in the form of collaborated task formulation, problem solving analysis and the results achieved, through establishing business contacts. It is necessary to create a relaxed, creative, democratic atmosphere, a psychological microclimate in the educational team. For foreign students, it is necessary to take into account the national mentality and peculiarities associated with studying in Russian.

We have carried out the work in involving foreign students in the student scientific community.

During the experiment, these students participated in 12 scientific conferences, published and prepared scientific reports on professional topics. They took an active part in Olympiads and creativity contests.

Foreign students interviewed by us claim that they do not encounter difficulties associated with learning in Russian, but about 30% confirmed that they have knowledge gaps caused by the peculiarities of national educational programmes, especially, it concerns Kyrgyz citizens [6].

In this regard studying exact disciplines associated with mathematics, as well as the subjects based on skills of figurative-logical thinking can present a huge problem.

We have developed recommendations for the college administration, which explained the need for professional orientation work with applicants. We believe that it is necessary to organize a system for preparing foreign students for college.

For this, it is necessary to develop and implement a distance training system in the subjects required for admission and successful acquisition of an educational programme in technical specialization, for example, in algebra, the Russian language. This could also become a way of additional extrabudgetary funding for an educational institution.

Unfortunately, we neither have been able to analyze such experience yet nor have introduced it. The reason for this is a huge number of bureaucratic barriers and teachers' reluctance to work in such innovative teaching conditions.

The principle of non-government and government collaborative administration becomes the most relevant from the point of view of supervision over the vector of educational development of future professionals by their foreign employers. Quality control of the educational process is an object of close attention from the public [7].

Establishment of certification agencies independent from the governing bodies, i.e. from the state certification agency, is provided under Law of the Russian Federation "On Education in the Russian Federation". Similar structures exist in Kazakhstan. It is difficult to introduce non-government and government collaborative administration in Russia due to lack of management traditions [3]; there are no such traditions in the border neighbouring foreign educational systems that we studied.

The principle of students' educational activity self-organization is usually considered from the perspective of the student's cognitive activity. In the new socio-economic conditions, the situation has fundamentally changed, i.e. knowledge and qualifications become the capital of a specialist.

For foreigners, a qualitative education is often not just a social elevator, but the possibility for unlimited career ambitions, when the problems of discipline and motivation for learning disappear and the student wants to study. Independent work, self-organization of educational activities are becoming increasingly important. Foreign students get wider opportunities to obtain more extensive knowledge than at home countries.

However, not all the students have the opportunity and desire to actively influence their own educational trajectory. We have revealed a low degree of self-organization in 36% of Russian students and 60% of foreign students.

This indicator practically does not change from year to year, but among Russian students, an increase in self-organization (79%) happens during the last year of studies, while among foreign students this indicator remains at the same level.

VI. CONCLUSION

The issues of formation of an integrated content space that ensures the continuity of secondary and higher professional education, the continuity and multi-level implementation of educational programmes are relevant in the context of formation of cross-border educational complexes.

This process should be predicted taking into account a number of objective factors:

- 1) The proximity of domestic and foreign (Kazakhstan, Kyrgyzstan) educational standards and programmes.
- 2) A large number of Russian graduates of schools and colleges.
- 3) Growth of legal migration of young people to the territory of the Russian Federation from the neighboring states.
- 4) Growth of educational prospects among the graduates of Russian educational institutions.
- 5) Growth of educational needs of the rural youth in the border regions.
- 6) Availability of tuition fees for the foreigners coming to study in the Russian Federation.

7) A possibility of obtaining a professional education in the conditions of "continuity of succession", when studying in the educational complex, the student receives not only more than one profession, but masters a wider professional field.

We foresee qualitative results of such activity on the basis of continuity and its special relevance in the framework of the EAEU.

We predict an increase in the number of foreign students in the regional universities within the next 10 years. This is due to increased young personnel integration within the Customs Union and increased competitiveness of regional education.

The objective of the regional educational institutions is to develop and implement integrated educational programmes that take into account the specifics of foreign student training.

We also revealed the extremely low activity of regional authorities in this process.

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