

Prospects for the formation and development of the EAEU educational services market**Sorvirov Boris¹***Francisk Skorina Gomel State University, Gomel, Belarus*E-mail: sorvirov@gsu.byORCID ID <https://orcid.org/0000-0002-7802-7911>**Baranov Alexander²***Francisk Skorina Gomel State University, Gomel, Belarus*E-mail: axmbaranov@inbox.ruORCID ID <https://orcid.org/0000-0001-8645-4430>**Zapadnyuk Evgeny³***Francisk Skorina Gomel State University, Gomel, Belarus*E-mail: zapadnyuk@yandex.ruORCID ID <https://orcid.org/0000-0001-8947-4620>

In the theoretical block of the article, the directions of application by countries of specific features of one country in the educational space of another are viewed through the prism of an agreed educational policy, complementarity of national educational systems, synchronization of actions achieved on the basis of regulation by supranational institutions.

The article adapted foreign experience, including new trends in the field of education: decentralization and democratization of management, modification of educational programs and standards, the creation of non-state educational institutions, updating of the regulatory framework and the financial and economic mechanism in the field of education. Cooperation between the EAEU member states in the field of education was considered as a mechanism for the most effective development and solution of global problems. International academic mobility is analysed as one of the most important co-sponsoring processes for the internationalization of higher education and the integration of universities into the world educational space.

The practical block is devoted to the problems of the formation and evolution of the educational services market in the conditions of innovative development of Russia and Belarus as members of the Eurasian Economic Union. The peculiarities of integration of education systems of Russia and Belarus in the market of educational services of the EAEU are considered. Factors leading to integration of member countries at the level of individual educational institutions are being investigated. Trends of gradual development of national educational systems of their state framework and emergence of foundations of unified educational space of the Eurasian Economic Union are analyzed. Trends are highlighted that hinder the development of the export of educational services of the Eurasian Economic Union.

Keywords: *education, innovation, supranational educational systems, internationalization, integration, decentralization, academic mobility, international educational space.*

Introduction. The political and socio-economic transformations that took place in the late twentieth century had a significant impact on the development of the educational systems of countries in the new states that appeared in the post-Soviet space. New trends in the field of education include decentralisation and democratisation of management, new educational programs and standards, new content of education, the creation of non-state educational institutions, the introduction of a new regulatory framework, and the renewal of the financial and economic mechanism in the field of education. These changes determine the development of integration processes in education in the EAEU countries, which is becoming an important area of international cooperation, a factor in strengthening international ties and relations between countries, aimed at expanding opportunities for the best development as a separate system, and personality. Integration in education in the countries of the Union acts as a manifestation of real institutional ties that take place in the

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objective process of education and upbringing as one of the aspects of a developing public organisation striving for the integrity and harmony of all its elements and subsystems.

The consolidation of the potential of educational systems, the development of integration processes in the field of education contributes to the fact that the real priority of knowledge as a leading resource that determines the development of society as a whole is ensured. Since knowledge is universal in nature, its acquisition, deepening and dissemination are possible to a large extent by facilitating the mobilisation of collective efforts of the countries of the Eurasian Economic Union (Osadchaya, 2004, 12). The development of integration processes in education in the EAEU countries is gaining importance in the light of current trends in the field of economic and political integration and the growing need for intercultural understanding. Thus, the effectiveness of regional associations is expressed in higher (approximately 1.5 times) GDP growth rates compared to most other countries.

Methods. The mutual application of the specific features of one country in the educational space of another creates similar educational models in these countries and contributes to the development of further integration.

Results. Combining the efforts of pedagogical institutes, using the potential of educational systems, searching for the paradigm of new education in the future become an additional factor of its integration, which is the result of the previous stage of the formation of education in these countries and bringing it to the level of integration of the national educational systems of the EAEU member states (Matrosov, 2000, 9). Coordinated educational policy, complementarity of national educational systems, synchronisation of actions achieved on the basis of regulation by supranational institutions, gradual outgrowth of national educational systems beyond the limits of their state frameworks and the emergence of trends in a single educational space as an effective form of application of educational tasks in the future have become the characteristics of such integration.

This implies integration on a fundamentally different, "soft" basis, that is, on the voluntary restoration of ties in the field of education, provided that sovereignty and mutually beneficial cooperation are maintained. It is precisely this kind of integration that is needed, since this process is inherently not associated with the suppression of national characteristics, integrated separate parts. On the contrary, it presupposes the preservation and development of all the best in them and on this basis the enrichment of the entire system, the acquisition of more valuable qualities by it. It should be emphasised that "integration into a single educational space is not assimilation, much less the absorption of the weak by a strong community, but a voluntary mutually beneficial movement towards integrity, which embodies the best characteristics of the integrating subjects" (Myasnikov, 164).

This does not mean the unification of educational systems or their "harmonisation", but the need for their greater orientation to the needs of rapidly changing and more interdependent development, that is, not just the multiplication of ties or an increase in the number of countries involved in this process, but the intensification of these ties, the concentration of scientific and pedagogical potential, information networks, databases, processing and transmission of educational information, operational use in education of the latest achievements of science and technology, humanisation of the learning and upbringing process, development of distance education, creation of training systems, implementation of a lifelong education system.

Integration in education of the EAEU countries is facilitated by a new social motivation: for the republics of the former USSR, this kind of academic cooperation acts as one of the forms of "restoration and reproduction of the culture of democratic traditions", as a mutually beneficial form of relations, as a way to increase the prestige and competitiveness of education (Problems and prospects, 2004).

From our position, cooperation between the EAEU member states in the field of education is a mechanism for the most effective development and solution of global problems that their education systems face today. The validity of this provision is confirmed by the following circumstances. First, the most serious and only large market available to citizens of the EAEU countries is the post-Soviet space. Secondly, the EAEU countries have common, strong scientific, cultural, informational ties and traditions of close interaction, including a common language of interethnic communication, which have been formed for decades. Thirdly, the education systems of the EAEU member states still have unique systemic properties, such as fundamental nature and high quality of education, creativity and dedication of teachers and their high social responsibility. Fourthly, the EAEU countries have inherited not only common elements of the economic system, science and culture, but also common similar and very acute problems: the transition to new economic relations, serious problems with social protection of people, difficulties in adapting to the requirements of the global competitive market and new serious threats such as international integrated terrorism. Consequently, the integration of the education systems of the EAEU member states and the formation of a single educational space of the EAEU

is not a matter of educational policy and strategy, it is an objective requirement of the times caused by globalisation alongside common similar and very acute problems: the transition to new economic relations, serious problems with social protection of people, difficulties in adapting to the requirements of the global competitive market and new serious threats, such as international integrated terrorism. To our great regret, many other questions arise that need to be answered: Is the common educational space of the EAEU a system? What is the system-forming factor in it? What structure and functional features does it have? What model is adequate for it in terms of development? Is it possible to formulate a criterion for the effectiveness of education for a given space?

The common educational space of the EAEU is, of course, a system, but a potential system, since the intellectual, cultural, historical, informational, material and financial, administrative and organisational and other resources embedded in it are almost never used. "Analysts" of real globalisation, such as J. Soros and Zb. Brzezinski (Brzezinski Zb., 2005), having mastered this situation, actively took up, as practice shows, "work". This is confirmed by a series of "colour" revolutions in the post-Soviet space, the widespread reckless orientation only to the principles of the Bologna Declaration, and the purposeful provision of the primacy of the English language.

However, today, unfortunately, it should be stated that there is still no stable internal unity for the interaction of the EAEU countries in the formation of a single educational space.

If we analyse the regulatory documents of the ministries of education of the EAEU member states, we can see that more and more words appear about the need to preserve a single educational space. But there is a great danger here that we are following the same path and making the same mistakes that have already been made in the field of economics in the last decade.

An illustrative example of programs of cooperation between Belarus and the EU in the educational and scientific and technical spheres can be cited (Neymatov, 2005). The volume of EU technical assistance to Belarus has been increased to 27 million euros. The format of cooperation with the European Union in this area includes the participation of Belarus in the MOST, ERASMUS + programs and the 7th EU Research Framework Program. The implementation of the programs of cross-border cooperation of the European Union "Lithuania-Latvia-Belarus" and "Poland-Belarus-Ukraine" was continued. Consultations are underway on the content of the Belarus-EU partnership priorities for 2017-2020.

Up to 1,500 Belarusians from 2017 to 2020 completed internships in 28 EU countries within the framework of the new MOST project, which is being implemented with the financial support of the EU with the participation of the Belarusian Foreign Ministry. The project coordinator is the Institute Goethe and the British Council in Poland. The full name of the project is Mobility Scheme for Targeted People-to-People-Contacts. The goal of the MOST program is to help establish contacts between citizens of Belarus and the countries of the European Union. Objectives of the program: acquisition of new experience and knowledge; cooperation with foreign colleagues in various fields; organisation of joint projects with European partners; acquaintance with innovations, products, advanced technologies; presentation of Belarusian achievements in the field of education and science to partners in the EU.

Conclusion. The progressive course of the socio-historical, political, economic and cultural development of the EAEU member states predetermined the creation of the Eurasian Economic Union, which involves the free movement of human capital and labour resources. Hence, there is a need to create a unified educational space, which will provide an opportunity for the free movement of highly qualified personnel. The possibility of creating and effective functioning of a single educational space is determined by historical prerequisites, modern development trends, the presence of similar problems in the functioning of national educational systems, as well as the commonality of goals and objectives that the real historical situation puts forward.

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Перспективи формування та розвитку ринку освітніх послуг ЄАЕС

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У теоретичному блоці статті досліджуються напрями застосування країнами специфічних особливостей однієї країни в освітньому просторі іншої крізь призму узгодженої освітньої політики, взаємодоповнюваності національних освітніх систем, синхронізації дій, що досягаються на основі регулювання наднаціональними інститутами.

У статті адаптовано зарубіжний досвід, що включає нові тенденції у сфері освіти: децентралізація та демократизація управління, модифікація освітніх програм та стандартів, створення недержавних навчальних закладів, оновлення нормативно-правової бази та фінансово-господарського механізму в галузі освіти. Розглядається співпраця країн-членів ЄАЕС у сфері освіти як механізм найбільш ефективного розвитку та вирішення глобальних проблем. Аналізується міжнародна академічна мобільність як одна з найважливіших складових процесів інтернаціоналізації вищої освіти та інтеграції вузів у світовий освітній простір.

Практичний блок присвячений проблемам становлення та еволюції ринку освітніх послуг в умовах інноваційного розвитку Росії та Білорусі як членів Євразійського економічного союзу. Розглядаються особливості інтеграції систем освіти Росії та Білорусі на ринку освітніх послуг ЄАЕС. Досліджуються фактори, що обумовлюють інтеграцію країн членів на рівні окремих закладів освіти. Аналізується тенденції поступового переростання освітніми системами своїх національних меж і зародження основ єдиного освітнього простору Євразійського економічного союзу. Виділяються тенденції, що стримують розвиток експорту освітніх послуг Євразійського економічного союзу.

Ключові слова: освіта, інновації, наднаціональні освітні системи, інтернаціоналізація, інтеграція, децентралізація, академічна мобільність, міжнародний освітній простір.

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