

Education and Methodics Associations in Russian XXI-st – Century Universities

Russian People's Friendship University
A.E. Vorobiev

The article describes the development of Education-Methodics Associations (EMA) in the Russian Federation since 1987. There are three divisions of Education-Methodics Associations including humanities and Social Sciences, Sciences and Engineering. It is relevant to establish RF Education-Methodics Association for teaching foreign students.



A.E. Vorobiev

Key words: Educational and methodical association, history, development, division, formation of the new.

At the present development stage Russian higher professional education has undergone revolutionary changes, conditioned by existing challenges [9]. These changes involve all aspects and structures of the higher institutions, including different Education-Methodics Associations (EMA).

The first Education-Methodics Association of higher education institutions was established in 1987 [10], after the first model Standard of EMA was adopted and further amended and finally adopted in 1997 (Ministry Decree in Russian Compulsory and Professional Education № 844, dated 05.05.1997 "Enforcement of Model Standard for Education-Methodics Associations of Russian Higher Education Institutions"), and then amended in 2001 (Ministry Decree in Russian Education № 1742, dated 17.04.2001 "Enforcement of Model Standard for Education-Methodics Associations of Russian Higher Education Institutions").

In 1987 one of the first EMA in classical university education (i.e. Education and Methodics Association of USSR universities) was established within the framework of Moscow State University n.a. M. Lomonosov [15]. At present this EMA embraces more than 80 Russian State universities on a voluntary basis.

All existing Education and Methodics Associations of higher professional institutions were established as public-state associations within the Russian higher professional education system [15].

Education-Methodics Associations function in accordance with the following principles: equal rights for all involved members from different Universities, enterprises, institutions and organizations; joint leadership and publicity of resolutions.

The basic tasks of these numerous EMAs are the organization and participation in the project development of Federal education standards, curriculum

models (to reinforce the corresponding training qualification and specialties), coordination of activities of scientific-teaching communities of universities, representatives of enterprises, institutions and organizations to provide education quality and shape the teaching content of higher, post-graduate and additional professional education, proposal development of competencies within higher, post-graduate and additional professional education and content of basic education programs [3].

Besides the above-mentioned aspects, Education-Methodics Associations of Russian higher education institutions participate not only in the project development of program models in core courses and engineering courses, which are included in the Federal Education Standard of Higher Professional Education (FES HPE), but also shape the courseware and list of education facilities for this or that academic process [13].

The Russian university EMAs embrace such significant tasks as the prepublication review of manuals and teaching guides for classified publication

"EMA", development and assessment of regulatory and procedural documents concerning issues in education development within the Russian Federation, as well as, Russian and international conference - meeting-seminar management in collaboration with Ministry of Education and Science of the Russian Federation [15].

At present more than 82 Education-Methodics Associations (EMA) in different profiles function within the framework of 1200 Russian universities (public and non-governmental) [1]. These EMAs include all Universities within the territory of the Russian Federation (Fig.1) providing academic training in corresponding profiles (specialties).

All existing Russian EMAs can be split into three large divisions (Fig. 2) [7, 8]: Humanities and Social Sciences, Sciences and Engineering areas.

At various times these EMAs either expanded or integrated [2,12].

For example, in 1994, the existing list of Education-Methodics Associations of Higher Education Institutions was extended based on the following proposals of the Russian Ministry of Culture

Fig. 1. Number of university-members of EMA [4]

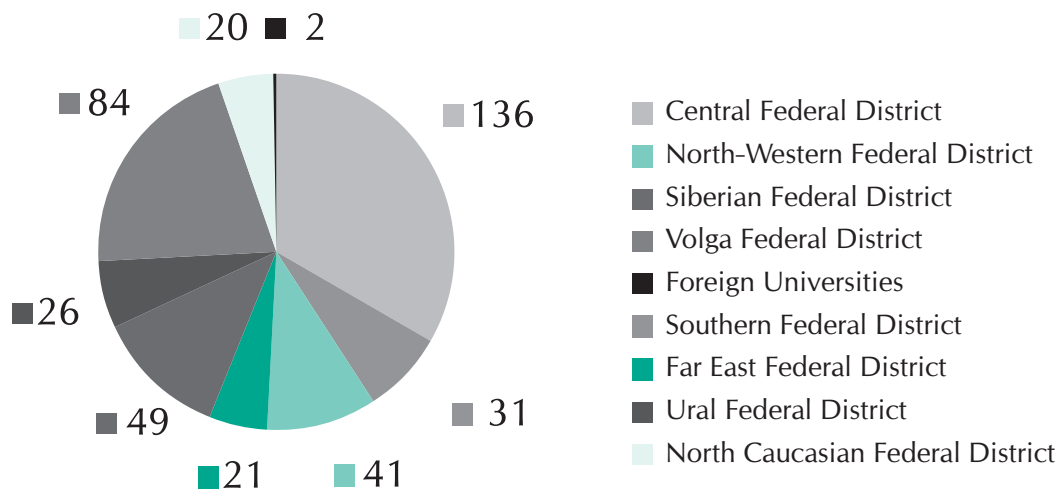


Fig. 2. Correlation of RF EMA to different profile areas

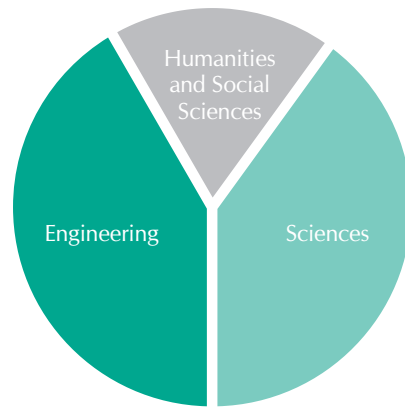
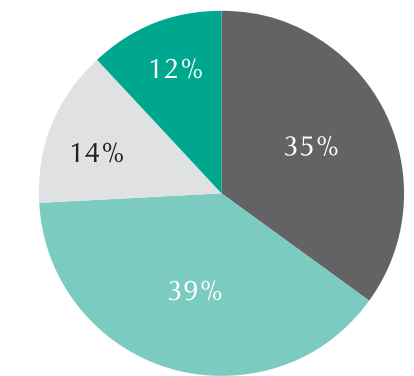


Fig. 3. Distribution of university - members of EMA according to training profile (speciality) [4]



- Finance and loans
- Accounting, analysis, audit
- Global economy
- Taxes and taxation

and Moscow State Engineering-Physics Institute (Technical University) [2]:

- music education (basic university-Russian Academy of Music n.a. Gnesinikh);
- education in folk artistic culture, socio-cultural activities and information resources (basic university-Moscow State Institute of Culture);
- education in nuclear technology and engineering (basic university-Moscow State Engineering-Physics Institute-Technical University)

In 2002 RF Education-Methodics Association for Naval Forces specialties (further EMA NFS) was added to the list of Education-Methodics Associations of Higher Education Institutions in Technology and Engineering and basic University EMAs (enforced Decree of Russian Ministry of Education № 3206, dated 08.11.2000), which, in its turn, was established on the base of the Baltic State Technic University "BSTU" n.a. D.F. Ustinov (St. Petersburg) [14].

Such a diversification of EMAs left specific traces on their nomenclature, content and even functions (in spite of the non-alterable intentions of the Ministry to unify them [6]).

Every EMA includes student specialty (qualification) (Fig. 3).

The analysis of existing Russian EMAs shows that their nomenclature (determining their further profile) is rather diversified and subdivided into several taxons (Fig. 4):

- relevant to universities, as well as type of university education (for example, EMA for classical university education; EMA for university polytechnic education);
- relevant to individual academic profiles (for example, EMA for linguistics or EMA for petroleum engineering);
- relevant to academic profiles of individual national economic sectors (EMA for fishing industry, EMA for forestry, EMA for topography and printing industry, etc.);
- relevant to innovations (for example, EMA for innovative interdisciplinary education programs).

It should be noted that this simple designation of EMA to innovative interdisciplinary education programs does not fully reflect the essential attribute of education itself- focus on innovation.

In particular, the following profile Education-Methodics Boards were included within the framework of Education-Methodics Association for innovative interdisciplinary education programs on the basis of St. Petersburg State University (SPSU) [3]:

- 040300 (522700) – Conflict Resolution Studies
- 031600 (522800) – Art and Humanities
- 032200 (523200) – Applied Ethics

as well as, Education-Methodics Committee in specialty:

- 010503 (351500) – Software Information and Systems Administration

All these profiles were ultimately new in those times, but at the same represent only an insignificant part of existing and potential innovative profiles (programs) for student training (for example, experimental interdisciplinary Master Degree program “Innovation Technologies in Subsurface Management,” “Audit in Subsurface Management,” “Management in Petroleum Engineering” exercised in RPFU).

Education-Methodics Associations according to applied profiles could be well-defined, for example:

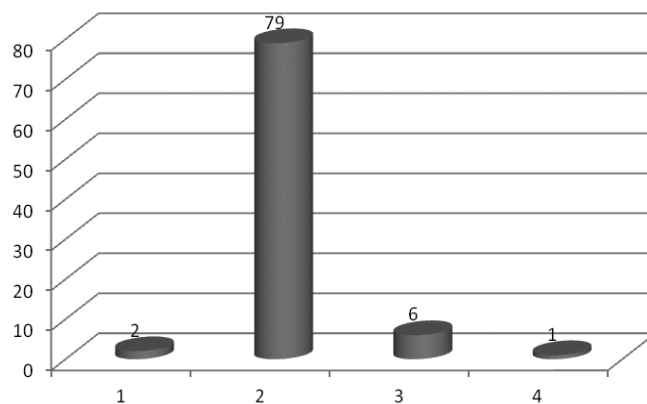
- EMA for applied mathematics and physics.
- EMA for applied mathematics and quality management.
- EMA for applied informatics.
- EMA for statistics and applied informatics.
- EMA for applied geology.

In some cases, the further development of separate Russian Education-Methodics Associations resulted in their branching off, i.e. introduction of identical EMAs in different Universities (which resulted in the fact that these universities had the right to include their specialties in the above-mentioned List, only if these specialties are included in the following notions “area of application” or “ industry sector.”):

- EMA for specialties in pedagogical education in MSPU (Moscow State Pedagogical University); EMA specialties in pedagogical education RSPU (Rostov State Pedagogical University); EMA for professional pedagogical education in RSPPU (Russian State Professional-Pedagogical University).
- EMA for applied information sciences in MSU of ESIS (Moscow

Fig. 4. Orientation of RF EMA

1 – university education; 2- academic; 3 – national economy sector; 4 – innovation



- State University of Economics, Statistics and Information Sciences); EMA for applied information sciences in RSHU (Russian State Humanities University).
- EMA for economics and theoretical economics in REA (Russian Economics Academy); EMA for economics and theoretical economics in SU HSE (State University- Higher School of Economics).
 - EMA for mathematical methods in economics in MSU (Moscow State University); EMA for mathematical methods in economics in MSU of ESIS (Moscow State University of Economics, Statistics and Information Sciences)
 - EMA for marketing in RSTEU (Russian State Trade-Economics University); EMA for marketing in SUM (State University of Management);
 - EMA for management in SU HSE (State University- Higher School of Economics); EMA for management in SUM (State University of Management); EMA for management in GSU (Gulistansk State University);
 - EMA in university polytechnic education in MSTU (Moscow State Technic University); EMA in university polytechnic education in SPSPU (St. Petersburg State Polytechnic University).
- Another important aspect is assigning EMA into international (national) components:
- EMA for foreign affairs.
 - EMA for national economics and labor economics.
 - EMA for finance, audit and global economics.

Based on the analysis of the above-mentioned, the following can be concluded:

1. progressive development of the human society triggered the need of up-dated specialties and qualifications (especially, in the case of those Universities that shape their own training profiles- i.e. national and federal

universities, as well as RPFU). This, in its turn, involves the establishment of new EMAs.

2. at present there is a definite differentiation (specialty intensification) of various specialties and qualifications in students' training.

3. a range of modern specialties are included in the framework of "far-back" EMAs, which is far short of optimum.

4. It should be noted that today more than 80 thousand foreign students study in 229 Universities of the Russian Federation (Table 1).

In this case the total (about 12 thousand students) and specific (in different Universities) number of CIS citizens studying annually in Russia should be taken into account (Fig.5).

Foreign students' training in Russian universities has the following aspects to be considered:

(1) adaptation of foreign students includes their understanding of the new education system, which, in its turn, involves rapid and effective mastering of the Russian language [17];

(2) proper allowance must be made for those traditions, culture, regulations and requirements and production knowledge of the future employer-countries.

Above-mentioned conditions determine the requirement to establish EMAs in training foreign students within the Russian Federation. The question arises: How could such disciplines as "Foreign Law", "Russian -Foreign Language", "Geology Abroad" and other specific disciplines be assigned to corresponding Education-Methodics Committees? At the same time, such a EMA should be established within the framework of RPFU as a basic university (i.e. in view of the fact that there is intarnation profile).

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Table 1. Distribution of foreign students in different specialties of Russian Universities in 2005- 2006 [5]

CIS countries	The Baltics	Eastern European countries	Nordic countries (Scandinavia)	WEC	Asian countries	Middle East countries and North Africa	African countries (besides Northern)	Latin America countries	North America countries and Oceanic	Total
1	2	3	4	5	6	7	8	9	10	11
Specialty: Russian language										
1769	105	2113	364	1967	7352	378	184	134	951	15317
Specialty: Medicine										
2600	25	72	56	265	7829	2363	1488	233	51	14982
Specialty: Economics, finance, management										
7834	282	151	79	228	5270	278	683	112	34	14951
Specialty: Humanities – Social Sciences (History, Sociology, Psychology, journalism, philosophy, philology, political science, foreign affairs and others)										
2751	214	186	45	295	2704	291	492	148	150	7276
Specialty: Natural and exact sciences, science of Earth (mathematics, physics, meteorology, marine science and others), geology, geodesy, ecology and others										
2818	86	41	4	70	1744	200	352	166	18	5499
Specialty: Information and computer science, automation control system										
2206	125	40	1	26	1689	502	451	81	2	5123
Specialty: Law										
3179	71	80	7	65	465	76	145	34	9	4131
Specialty: Culture, arts, music, physical training and sport										
1287	126	36	37	113	1666	110	41	33	51	3500
Specialty: Energy engineering, mechanic engineering, materials processing, metallurgy										
1349	46	4	1	16	586	128	161	38	1	2330
Specialty: Architecture and construction										
608	35	50	6	40	1018	162	230	53	4	2206
Specialty: Electronic engineering, radio engineering and communication, optics										
1234	22	18	0	17	476	166	170	33	1	2137
Specialty: Production technology of consumer products and food products										
716	4	9	0	4	512	65	121	15	0	1446
Specialty: Transportation facilities and service										
616	72	1	0	1	405	63	102	28	0	1288
Specialty: Aviation and aerospace technology										
218	5	5	0	50	571	26	45	34	2	956
Specialty: Chemical technology										
438	2	18	0	1	253	69	138	11	0	930
Specialty: Pharmaceuticals										
189	2	0	0	3	61	500	75	3	1	834
Specialty: Pedagogy										
391	18	4	5	13	194	8	14	4	14	665
Specialty: Agriculture, forestry and fishing industry										
278	5	3	0	7	135	48	113	44	0	633
Specialty: Mining										
329	3	1	0	0	164	35	71	4	0	607
Specialty: Robot technology and integrated automatic control engineering, bio-medicine, bio-technology										
189	3	5	0	2	206	99	24	16	0	544
Specialty: Veterinary science										
104	11	2	0	1	13	30	30	5	1	197
Other specialties										
570	14	7	7	62	364	104	170	15	10	1323
TOTAL										
32532	1276	2846	612	3246	33677	5701	5300	1244	1300	86875

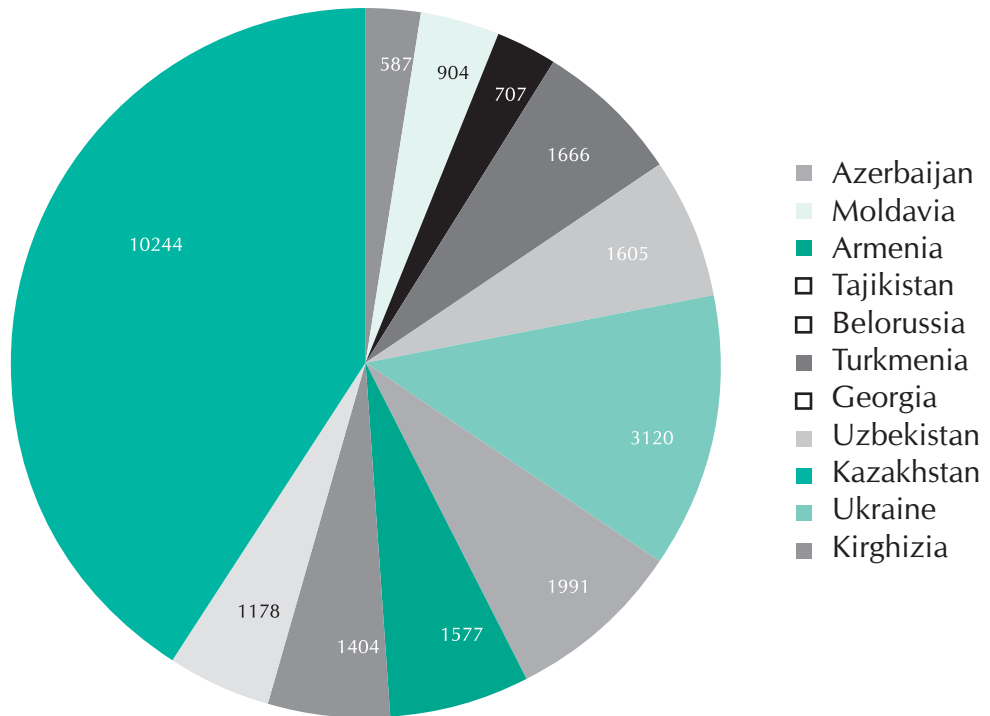
the same time, such a EMA should be established within the framework of RPFU as a basic university (i.e. in view of the fact that there is international profile).

Thus, Federal State-Funded Education Institution of Higher Professional Education "Russian University of People's Friendship" is an international classical university, the mission of which includes the following [11]:

- blending the knowledge of different nationalities, races and confessions;
- training top-priority in-demand specialists for different human activity areas;

- shaping personalities as patriots of one's country and friends of Russia being acquainted with global culture, importing ideals of humanism, democracy and people's friendship;
- fostering the young generation who would be able to work successfully in any country of the world and show one's creative abilities relevant to cross-communication of different civilizations and diversity of modern societies.

Fig. 5. Number of foreign citizens studying in Russian universities during 2003-2004 [5]



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