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## ОРГАНИЗАЦИЯ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ ИНОСТРАННЫХ СПЕЦИАЛИСТОВ В РОССИЙСКИХ ВУЗАХ: ОСНОВНЫЕ ЦЕЛИ

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**Аннотация. Введение.** Подготовка иностранных специалистов в высших учебных заведениях России – одно из приоритетных направлений сотрудничества, что, безусловно, отражается на состоянии конкурентоспособности российских вузов и на укреплении системы безопасности России в целом. **Цель.** Целью статьи является анализ основных задач профессиональной подготовки иностранных специалистов в российских высших учебных заведениях. **Материалы и методы.** Для достижения этой цели используются общенаучные методы: анализ и синтез научных источников по проблемам исследования; сравнение, обобщение результатов. **Результаты и обсуждения.** Профессиональная подготовка иностранных специалистов направлена не только на овладение знаниями и навыками, позволяющими им эффективно реализовывать свою профессиональную деятельность, выполнять свои функциональные профессиональные обязанности, но и на формирование личностно значимых качеств, дающих возможность выстраивать конструктивные взаимоотношения с партнёрами по взаимодействию, с социальным окружением – с учётом поликультурности и поликонфессиональности социума. **Заключение.** Вполне очевидно, что контакты между людьми разных стран, культурные обмены чрезвычайно важны для развития взаимопонимания, дружбы и сотрудничества между народами Российской Федерации и зарубежных государств.

**Ключевые слова:** профессиональная подготовка, иностранные специалисты, российские высшие учебные заведения, международное сотрудничество

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**Конфликт интересов:** автор заявляет об отсутствии конфликта интересов.

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Research article

## ORGANIZATION OF FOREIGN SPECIALISTS' PROFESSIONAL TRAINING IN RUSSIAN HIGHER EDUCATION INSTITUTIONS: PRINCIPAL OBJECTIVES

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**Abstract. Introduction.** Foreign specialists' training in Russian higher educational institutions is one of the priority areas of cooperation, which, of course, affects the state of competitiveness of Russian universities and the strengthening of the security system of Russia as a whole. **Goal.** The purpose of presented study is to consider the principal objectives of foreign specialists' professional becoming in Russian higher educational establishments. **Materials and methods.** To achieve the subjective, general scientific methods: analysis of sources on research issues; their comparison, generalization of research results were used. **Results and discussion.** Foreign specialists' professional training is aimed not only at acquiring knowledge and skills which allow them to effectively implement their professional activities, perform their functional professional duties, but also at formation of person's significant qualities which provide constructive relationships with the partners and the social environment – taking into account the multiculturalism and multi-confessional society. **Conclusion.** It is quite obvious that contacts between people of different countries, cultural exchanges are extremely important for the development of mutual understanding, friendship and cooperation between the peoples of the Russian Federation and foreign countries.

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**Keywords:** professional training, foreign specialists, Russian higher educational institutions, international cooperation  
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**Введение / Introduction.** The problem of foreign specialists' professional training in Russian higher educational institutions is of particular relevance in modern sociocultural conditions, since the foreign specialists' training, being an important tool of foreign policy, one of the productive ways of realizing the geopolitical interests of the Russian Federation, contributes to increasing the authority of this country in the international arena. In recent years, there has been a significant expansion of the parameters of partnership between Russia and foreign countries. And these relations have a certain perspective, since the scale of cooperation should correspond to the pace of a multipolar world order formation and the mutual interests of the partner countries.

**Материалы и методы исследований / Materials and methods of research.** Was the work of such authors as: T. I. Vlasov [1], I. A. Zimnaya [2] (which reflected various psychological and pedagogical aspects of the educational process organization for foreign specialists), T. A. Vishnyakov [3], T. N. Kapitonova [4], E. I. Motina [5] (devoted to the problem of educational and methodological support of the process of foreign specialists' professional training), L. Green, T. Petrik, L. Kuzmin, L. Belozub [6] (which deals with the problem of specialists' professional training based on the competence approach). In the works of a number of scientists, such as: M. A. Ivanova [7; 8; 9], L. V. Ivanova [10], E. F. Izotova [11], A. M. Goroshenko [12; 13], A. P. Kormilitsyna [14], N. A. Titkova [15], T. P. Chernyavskaya [16] the problems of socio-psychological adaptation of foreign students to sociocultural and educational conditions in Soviet and modern Russian higher education are investigated.

The problem of foreign specialists' professional training is in the focus of attention of modern scientists. Thus, E. V. Anfalov [17] considers the issues of reflexive-prognostic readiness formation as an integrative quality of a military specialist's personality, which contributes to the personality's harmonious development. The works of E. L. Kasyanik [18], A. Kudryakov, Yu. B. Ostapchenko, E. N. Shapovalov, V. V. Romantsev [19] are devoted to the study of the problem of foreign specialists' professional training in the context of comprehensive readiness for life in modern conditions which in the future is a guarantee of their successful adaptation and implementation in the professional sphere (O. S. Shkil, E. A. Burdukovskaya, Zheng Wenzhu [20]).

To achieve this subjective, general scientific methods: analysis of sources on research issues; their comparison, generalization of research results were used.

**Результаты исследований и их обсуждение / Research results and their discussion.** Currently, the development of international cooperation between Russia and foreign countries actualizes the need to understand the nation policy in the sphere of education; particularly, in the process of professional training. The number of foreign specialists studying at Russian universities is increasing. According to the Ministry of Education and Science of the Russian Federation, in 2022 their number has grown by 8.4 % compared to 2021 and amounted to 351,448 people. The total number of foreign students receiving higher education in Russia has increased by more than 36 thousand over the past three years. Thus, 324 thousand foreign specialists studied in Russia in 2021, compared with 315 thousand in 2020 [21].

It should be stated that in recent years there has been a clear trend towards increasing of the countries of Africa and the Middle East involvement in the global political and economic area, information and communication networks. The strengthening of international relations system multipolarity, as well as "the diversification of national interests increase the foreign policy activity of the peoples of Africa

and the Middle East. Measures are being taken to develop the education and healthcare systems, road transport and energy infrastructures of the countries of Africa” [22, c. 48] and the Middle East.

Thus, in 2006, agreements were reached between Russia and the African continent on the development of bilateral economic cooperation, and a common strategy for the economization of Russian foreign policy was confirmed. Then, at the *Russia – Africa Summit* held in 2019, priority areas of partnership and objectives “for the further development of Russian – African cooperation in such areas as expanding contacts between universities of the Russian Federation and African states, holding scientific conferences and seminars, cooperation in the academic field, as well as student exchange” [22, c. 48], their joint training. One of the most important subjects of cooperation between Russia and the African continent during the *Russia – Africa 2023 Summit* is issues in the area of higher education which relate to the problem of personnel’s professional training for spheres of life which ensure the successful development of Russia and African countries in the future. In accordance with the admission plan for the 2021/2022 academic year, 2,100 quota places were allocated for citizens from African countries, 2,300 for last year, and 4,700 places for the upcoming 2023/2024 academic year. Currently, almost 35 thousand students from Africa study at Russian universities, more than a third of them are representatives of Egypt. In addition, Russia cooperates with African countries on the opening of secondary vocational education branches of Russian educational organizations [23].

Currently, the Russian Federation cooperates with states of Africa and the Middle East in the field of foreign specialists’ professional training “in accordance with federal legislation and international treaties of the Russian Federation. The development of such cooperation between the Russian Federation” [23] and these nations plays a key role in ensuring its own national interests.

The foreign specialists’ training in Russia is one of the ways to export educational services. One of the priority areas of cooperation is the training of personnel and technical specialists for Africa and the Middle East in higher institutions and it affects the competitiveness of Russian universities.

Thus, obtaining high-quality education and developing skills in applying the acquired knowledge is the driving force of structural economic transformations and industrialization in foreign countries, the basis for industrial potential strengthening. In this regard, contacts between people of different countries, cultural exchanges are essential for mutual understanding, friendship between the peoples of the Russian Federation and other countries.

Foreign specialists’ professional becoming in Russian universities is carried out according to qualifications in institutions of higher professional education and on the basis of decisions of the Russian Federation Government [24].

Another important aspect in organizing foreign specialists’ educational process in Russian higher education institutions is the need to take into account national needs and the specifics of the socio-economic development of foreign countries whose specialists study in Russian higher education institutions [25].

In this regard, it is possible to formulate the principal objectives of foreign specialists’ professional training:

- general professional competence formation which involves general scientific and professional subjects;
- person’s communicative competence formation in the sociocultural and educational-professional spheres of communication. This implies the ability to communicate using the means of the Russian language;
- foreign specialists’ socio-psychological adaptation organization to other cultural environment taking into account their national and cultural characteristics.

It should be emphasized that the organization of an effective professional training process for foreign specialists is possible only if they successfully adapt to a Russian higher education institution.

As a rule, the Russian language, being a necessary tool for obtaining knowledge in a chosen specialty, at the same time becomes the main psychological barrier for foreigners when learning educational material. Mostly the study of general scientific and general professional disciplines is carried out in parallel with mastering the language of learning. Therefore, the efforts of teachers should

be aimed at ensuring that their foreign students reach a general linguistic level which allows them to study in Russian. At the same time, it is important to teach foreign students to analyze, compare, draw logical conclusions, and most importantly, be able to independently look for solutions and be responsible for the result.

It should be stated that, since lectures are the main form of education in higher educational institutions, when organizing the process of foreign specialists' professional training, it is necessary to take into account the fact that it is difficult for foreign students to perceive lectures in a foreign language and make notes of the main provisions. Therefore, an additional burden is placed on teachers here who must duplicate the theoretical material of lectures in presentations, drawings, and explanations in order to help foreign students understand and assimilate the educational material. In this regard, the issues of methodological support for training courses are no less important. The availability of basic and additional literature – in paper and electronic versions – should be mandatory. Perhaps, in some cases, analogues of educational literature in a foreign language are needed which helps foreign students to better perceive the educational material.

The formation of foreign specialists' communicative competence also occurs in the process of mastering their future professional activities. Mastering the Russian language contributes to the ability development to build productive communication with teachers and other students. In the process of studying, foreign students acquire the skills of cultural dialogue in presenting their point of views. All these skills can be useful for specialists in various educational tasks realization.

Since the process of foreign specialists' professional training is carried out in conditions of intercultural interaction, when there is an interchange of cultures, it is very important to take into account the diversity of national and cultural experience of foreign specialists. We consider it an integral part of foreign specialists' professional training is their mandatory introduction to the cultural and historical heritage of the peoples who live on the territory of the Russian Federation.

Thus, foreign specialists' professional training is aimed at the acquisition by a person of higher education corresponding to education in general scientific, general cultural, general technical terms. This ensures the realization of the goals of specialists' professional training, namely: mastering the knowledge and skills which allow them to effectively implement their professional activities, perform their functional professional duties, as well as the personally significant qualities formation which make it possible to build constructive relationships with partners in interaction, with the social environment – taking into account the multiculturalism and multi-confessional society [26].

These features of the training process determine the natural dependence of the effectiveness of university education pedagogical system on the creation of optimal psychological and pedagogical conditions for foreign specialists' productive professional training, as well as the foreign specialists' communicative and intercultural competence formation at all stages of the educational process taking into account their national and cultural characteristics. Such foreign specialists' professional training in Russian higher educational institutions ensures the ability and readiness of specialists to be successfully implemented in the professional sphere in a multicultural society.

**Заключение / Conclusion.** Thus, it should be noted that the foreign specialists' professional training in Russian higher educational institutions is one of the key and defining elements of specialists' training system for foreign countries in the universities of this country as a whole.

Based on the above, as well as on the basis of the author's personal experience, the following conclusions are drawn:

The development of international cooperation between Russia and foreign countries actualizes the need to understand the state policy in the area of education, in particular, in the field of foreign specialists' professional training.

The following objectives are identified as the principal objectives of foreign specialists' professional training:

- general professional competence formation which involves general scientific and professional subjects;

– a formation of foreign specialists' communicative competence in the sociocultural and educational-professional spheres of interaction. This implies the ability to communicate by means of the Russian language;

– foreign specialists' socio-psychological adaptation organization to other cultural environment taking into account their national and cultural characteristics.

An integral part of foreign specialists' professional training is their mandatory introduction to the cultural and historical heritage of the peoples who live on the territory of the Russian Federation.

Foreign specialists' professional training aimed at the acquisition by a person of higher education corresponding to education in general scientific, general cultural, general technical terms ensures the realization of the goals of specialists' professional training, namely: mastering the knowledge and skills which allow them to effectively implement their professional activities, perform their functional professional duties, as well as the personally significant qualities formation which make it possible to build constructive relationships with partners in interaction, with the social environment – taking into account the multiculturalism and multi-confessional society.

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