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TÍTULO: Evaluación y formas de mejorar la calidad del proceso educativo en el espacio multicultural.

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RESUMEN: Uno de los aspectos más importantes del proceso de Bolonia es la capacidad de la institución para garantizar la alta calidad del proceso educativo en un entorno educativo multicultural. En este sentido, hemos determinado el propósito de la investigación: ejemplo de una importante institución de educación superior para evaluar la calidad del proceso educativo en un entorno multicultural e identificar formas de mejorarlo. La metodología de investigación se basa en los principios, enfoques y métodos del conocimiento científico. Las investigaciones han demostrado que para mejorar la calidad del conocimiento en términos de aumentar el contingente de estudiantes extranjeros es necesario introducir medidas para mejorar el proceso educativo y las herramientas pedagógicas utilizadas.

PALABRAS CLAVES: Garantizar alta calidad, espacio multicultural, proceso educativo, herramientas pedagógicas.

TITLE: Evaluation and ways of improving the quality of the educational process in a multicultural space.

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ABSTRACT: One of the most important aspects of the Bologna process is the ability of the institution to ensure high quality of the educational process in a multicultural educational environment. In this regard, we have determined the purpose of the research: example of a major higher educational institution to assess the quality of the educational process in a multicultural environment and identify ways to improve it. The research methodology is based on the principles, approaches and methods of scientific knowledge. Researches have shown that to improve the quality of knowledge in terms of increasing the contingent of foreign students, it is necessary to introduce measures for the improvement of the educational process and pedagogical tools used.

KEY WORDS: ensure high quality, multicultural space, educational process, pedagogical tools.

INTRODUCTION.

The processes happening today in the Russian education system are aimed at the solution of a number of the tasks connected with granting autonomies to educational institutions and the academic freedoms, formation of variety of professional programs and multilevel structure of education, expansion fundamental humanitarian and natural-science making educations as a basis of complete and system perception of the world, ensuring quality and continuity of education, introduction of educational standards, etc., and, eventually, on providing quality and demanded education. All this cannot be made without close interaction of national and foreign education systems. In this regard, the process of reforming of the higher school of the Russian Federation shows need of partner cooperation with the world community.

As one of elements of interaction such form of cooperation as involvement of foreign students in the national educational environment acts that it shows its importance and recognition in the world. In recent years, the flow of the foreigners wishing to get Russian education considerably increased. Interest is attracted by many reasons among which not the last role occupies also the urgent directions of preparation which are in domestic system of the higher education. However, as practice showed, there was an inversion of consequences of these steps, instead of positive results, the system of training of specialists of the top management faced a number of problems. Difficulties of adaptation and language influenced the general level and quality of education (Askhamov et al., 2016; Gapsalamov et al., 2016; Vasilev et al., 2016; Aleksandrovich Osadchy & Munirovich Akhmetshin, 2015; Shatunova & Sergeeva, 2014; Shatunova, 2013).

All this brings to need of search of mechanisms of maintenance and growth of qualitative characteristics of educational process.

DEVELOPMENT.

Methodology.

The methodology of a research is constructed on the principles, approaches and methods of scientific knowledge. At the characteristic of the considered phenomenon and process the order of its consecutive studying taking into account features of its development under the influence of various internal and external factors was observed. The research of questions of quality of educational process in polycultural space is based on methods of observation and poll. The important place when forming offers on improvement of quality of educational process in a higher educational institution, was allocated to the principle of the systematization which is based on use of the teachers given poll. Development of concrete material is carried out at respect for the fundamental principles of the analysis, historicism and systematicity in approach to the stated phenomena.

Researches on change of level of quality of knowledge of all students mastering programs of the higher education in the conditions of increase in number of foreign students are given in this article. As the tool were used poll of teachers of the Yelabuga institute of KFU conducting occupations in groups as a part of which foreign students, and also the analysis of results of intermediate certification of students' study. Researches showed that improvement of quality of knowledge in the conditions of increase in the contingent of foreign students requires introduction of actions for improvement both educational process and the used pedagogical tools.

Application of these methods to studying of the declared problem allowed solving research objectives.

Formation of system of quality assessment of foreign students in the USSR.

Training of foreign students in Russia became urgent not now, and in the middle of the 19th century when higher educational institutions began to invite representatives of the different people in the walls. However, on the present received a large-scale framework of reception of foreigners in Soviet period.

Thousands of students from the different countries of the world, including from Germany, Italy, Spain and other countries of Central Europe in the 1930th years were trained in the Soviet Union. At the same time, quality of educational process, first of all technical was at the high level. And even during the period World War II in the country not only the number of students in higher education institutions did not decrease, but also in a number of branches (in particular, the military sphere) even repeatedly increased.

Especially, powerful gain of foreign students began to be observed in the 1950th, and was, is caused, in our opinion, by ideological fight of the Soviet state and the West, and also growth of the anti-colonial movement. To give the best of possible was a question of prestige for the Soviet government which sought to prove to the capitalist world that the socialist model is more effective.

The most popular specialties at foreigners were technical - 53% of pupils, natural-science and social and humanitarian - 18%, medicine and pharmaceuticals - 17%, agriculture - 7%, economy of-5% (Tokareva & Dorokhin, 2017).

Quality of educational process began to be maintained by means of a training language course which had to become a preliminary step of the highest educational process and provide higher educational institutions with the students capable to perceive and acquire a training material. In 1954 at Lomonosov Moscow State University the preparatory faculty where new comers foreign students could learn Russian was created before arriving on the first course. Further such faculties were founded at each of the higher education institutions accepting on training of foreign citizens (History of training of foreign students in Russia).

Formation of the academic cooperation, improvement of its quality and its ordering was carried out on the basis of introduction of standard agreements, gradually also the substantial party of the educational process connected with transition from the contracts demonstrating ideological and political proximity to specific conditions of training of foreign citizens in the USSR extended year after year. The specialized commissions began to work: Indian and Soviet, Soviet-Italian, Soviet-Korean. Legal bases of receiving grants through public organizations (Council for guardianship of the UN, the International union of students) were established.

During the conclusion of agreements information on a condition of the higher education in the certain countries gathered and ordered, its specifics, problems which they intended to solve by means of the USSR came to light. Process of formation of a learning management system of foreign students during their mass inflow was imposed on a number of reorganizations of the ministries concerning work of the higher school, merging with structures of system of secondary vocational education. Reorganization of the structures which are responsible for training of foreign students

coordinated with three main sources: students from the countries of the socialist camp, from the countries of Asia, Africa and Latin America and from the capitalist countries (Androsova, 2012).

New conditions of international education led to changes in the intra high school structure which is responsible for training of foreigners. Tasks of vice rectors and deans extended and began to come down not only to implementation of educational and methodical, but also educational and sports work. Dean's offices organized and controlled industrial practice; the admission to sessional and state exams, conducted registration, delivery and legalization of documents of all forms of education. They supported communications with the graduates abroad.

At the same time, the uniform form of the reporting for all higher education institutions appears. First higher education institutions directed the detailed, but not systematized information on the number of students, results of study, behavior, the organization of life. In 1962 the form No. 1-IS "The report of the highest and average special educational institutions on foreign citizens" developed by CSU USSR and which ordered maintaining statistics (Androsova, 2012) is entered.

Actually, already by this time the accurate system of training of high-quality specialists in many directions of preparation was created. In particular, were created:

- The basic principles of work with foreign students, necessary personnel and legal issues of training are resolved.
- The government institution providing reception, training and professional development of foreign citizens (preparatory faculties and dean's offices on work with foreign students are founded, the corresponding positions of the dean and vice rector are entered).
- Unique methodological base on training of foreign citizens (History of training of foreign students in Russia).

Popularity of the education got steadily grew in the USSR. For comparison: from 1950 to 1960 in the Soviet higher education institutions 5,9 thousand people, from 1960 to 1970 - already 13,5 thousand, from 1970 to 1980 - 26,2 thousand, in the 1980th - 88,3 thousand, in 1990 - 126,5 thousand studied in total (the third place in the world on the number of foreign students after the USA and France). The collapse of the USSR and the subsequent financial destabilization in the country interfered with further growth of number of students from the abroad - after these events many foreigners were forced to leave, and in a year their number was reduced to 39, 4 thousand people (History of training of foreign students in Russia).

Despite progress of domestic system of training of foreign staff, at quality assessment of training there were also problems. We carry to them:

- Insufficiently thought over selection of foreign staff, especially from the countries of the developing world that in general was the factor reducing education level.
- Selection of the direction of training of the pupil not on interests, and on needs of the state.
- In connection with closeness of economy there was no system fact-finding the practicing.
- In the long term there were no plans of modification of programs of training.
- Existence of the disciplines which are not influencing quality of educational process (for example: history of the CPSU, scientific communism, etc.).

It was not succeeded to allow these and some other problems of quality to the Soviet educational system.

Criteria and the characteristic of quality of foreign students in Russia at the present stage.

Since the beginning of the 90th years, as a result of the reorganization, and especially, with the Bologna system since 2003, the system of higher education what it was in the USSR was completely destroyed. With its emergence, and also with the fact of existence of a large number of commercial higher education institutions, resulted in need of legislative introduction of the

concept "quality of education" and procedures of its assessment somehow to eliminate unfair players of education market.

The first attempt to define the concept "quality of education" was made in the title of the article 38 "The State Control of Quality of Education in the Accredited Educational Institutions" of the Law of the Russian Federation of July 10, 1992 No. 3266-1 "About образованиив the Russian Federation". But, this law neither in the initial document, nor in its subsequent editions did not contain any explanations on its treatment, especially mechanisms of realization of quality assessment of education in practice were not given.

Only in the Federal law of December 29, 2012 No. 273-FZ "About education in the Russian Federation" was given legislative definition what to understand as quality of education (The federal law No. 273-FZ "About education in the Russian Federation"): "quality of education - the complex characteristic of educational activity and training of the student expressing degree of their compliance to federal state educational standards, educational standards, federal state requirements and (or) needs of the natural or legal entity for the benefit of which educational activity, including extent of achievement of the planned results of the educational program is carried out".

In 2004, Russia joins Bologna process that in total with development of new communication technologies with their extensive opportunities led to rapid development of transnational education in the Russian higher education institutions. One more driving factor and at the same time as the main instrument of involvement of foreign students in higher education institutions of Russia is rating of educational institutions. The most influential global rating systems include in number of indicators, in this or that look, an indicator of the international activity of university. So, in The Times Higher Education rating agency one of thirteen indicators is the relation of number of foreign students to number local, and the QS World University Rankings system, (which the Ministry of

Education and Science of the Russian Federation took to itself as a basis), among six criteria uses such as share of foreign students.

As a result, according to Rosstat the number of foreign students steadily increases: so, according to Rosstat if in 2004/2005 academic year in the Russian higher education institutions 1,6 thousand foreign students studied, then in 2013/2014 their quantity makes 205,7 thousand persons, in 2014/2015 220 thousand persons, and in 2015/16 academic year the total of foreign citizens made more than 270 thousand people that makes 6% of total number of students.

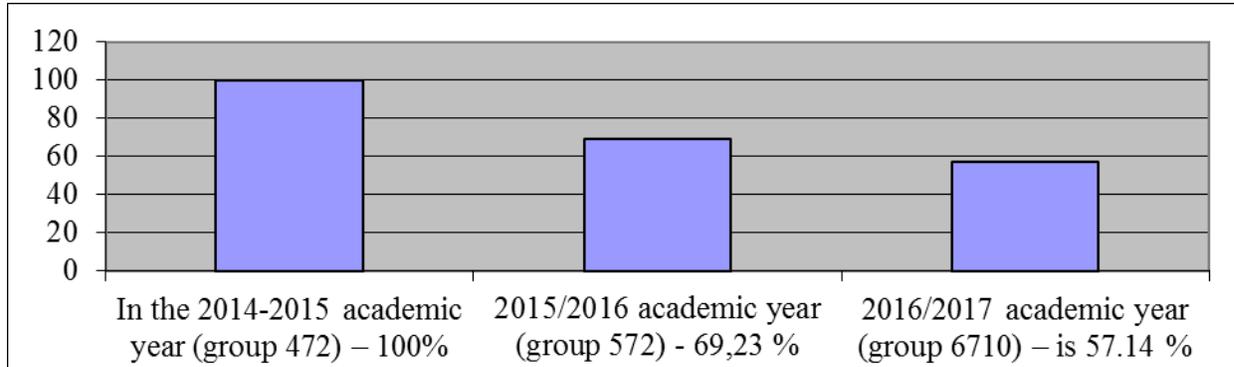
Undoubtedly, appearance of representatives of other countries and coeducation with the Russian students exerts a certain impact on quality of knowledge. It is explained by a variety of reasons, are basic of which: different level of basic knowledge, other used training methods, low level of knowledge of Russian by foreign students. All this can lead to decrease in qualitative characteristics of educational process.

Problems of the modern quality system of foreign students in Russia (on the example of the Yelabuga institute of KFU).

The analysis of quality of development of subject matters (the number of the students who handed over a session on "well" and "perfectly" percentage of the total number of students in group) was carried out on Faculty of Economics and Management in 2014/2015, 2015/2016 and 2016/2017 academic years. 3 groups studying in one direction - 30.03.02 Management the Logistics profile, and disciplines which were read by the same teachers were chosen. As a part of group 472 there are no foreign students (transfer in 2014), in group 572 the share of foreign students makes 19,2% (transfer in 2015) and group 6715 from shares of foreign students of 60,7% (transfer in 2016).

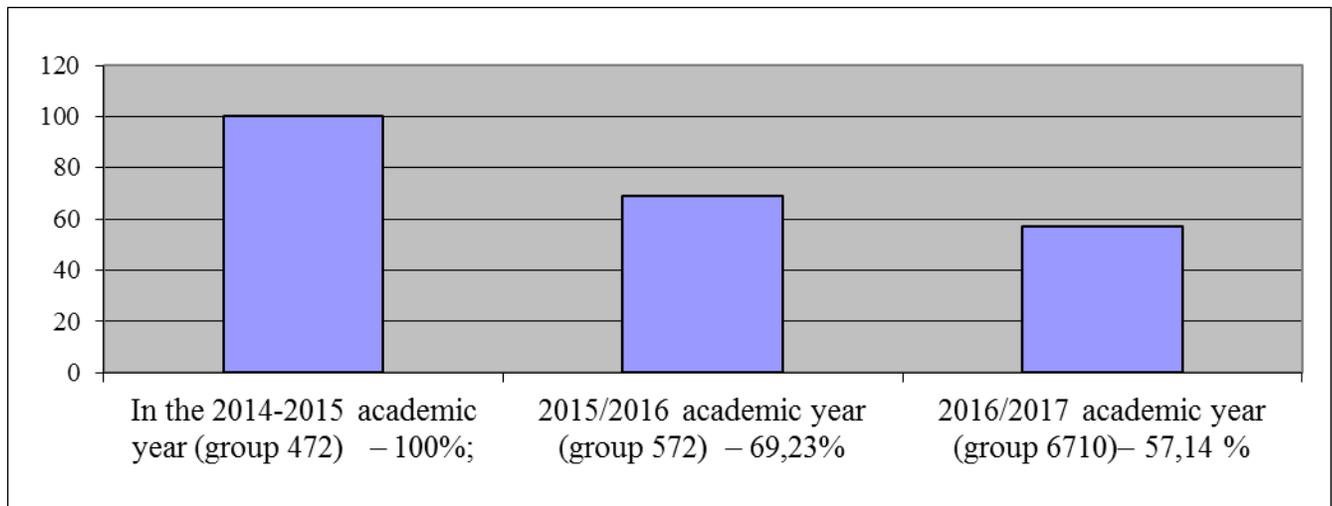
On two disciplines comparison of quality of their development it is carried out in 3 academic years. On discipline of "A business basis":

- 2014/2015 academic year (group 472) - 100%;
- 2015/2016 academic year (group 572) - 69, 23%;
- 2016/2017 academic year (group 6710) - 57, 14%.



On discipline "Economic informatics":

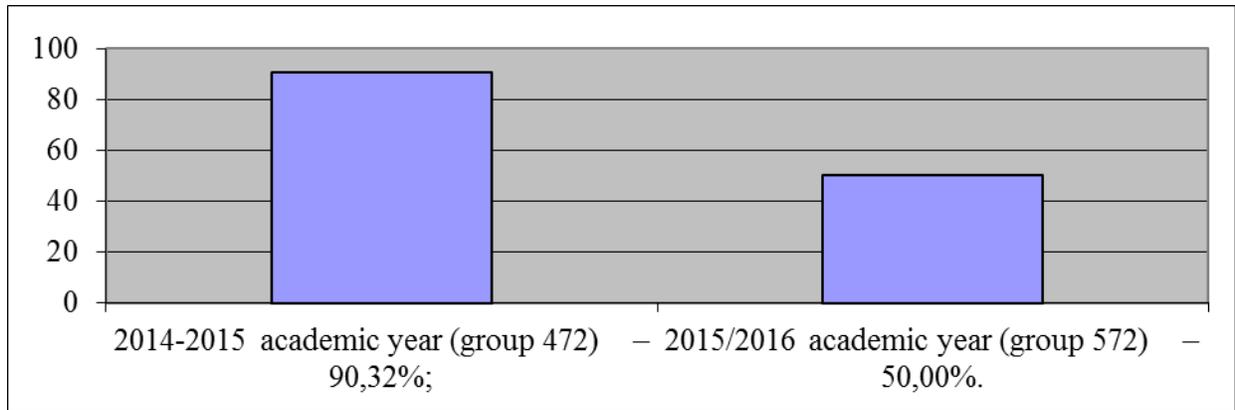
- 2014/2015 academic year (group 472) - 100%;
- 2015/2016 academic year (group 572) - 69, 23%
- 2016/2017 academic year (group 6710) - 57, 14%



On two disciplines comparison of quality of their development it is carried out in 2 academic years.

On discipline "The theory of management":

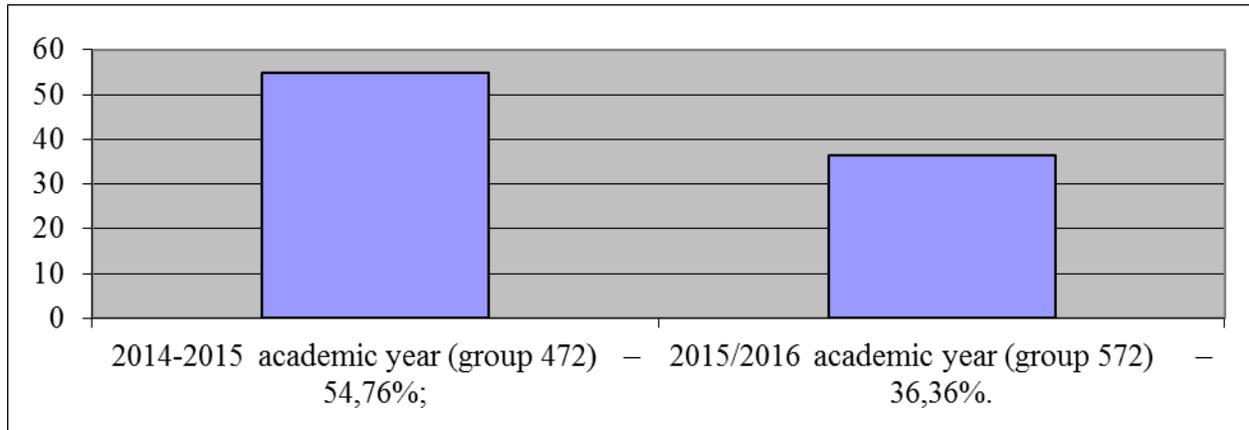
- 2014/2015 academic year (group 472) - 90, 32%;
- 2015/2016 academic year (group 572) - 50, 00%.



On discipline of "Mathematician":

- 2014/2015 academic year (group 472) - 54,76%;

- 2015/2016 academic year (group 572) - 36,36%.



Dynamics of quantitative indices of quality of educational process on disciplines allows drawing a conclusion that at increase in a share of foreign students as a part of groups the tendency to decline in quality of development of subject matters is observed.

Recommendations about improvement of quality of educational process in higher educational institutions.

Possible approaches to improvement of quality of development of subject matters in groups where foreign students study, can be:

1. Improvement of Russian of foreign students by introduction of additional facultative classes.
2. In the organization to independent work of students to use not individual, but group technologies, creating the mixed groups from foreign and Russian students.
3. When holding a final assessment to use the individual approach to students consisting in granting to them bigger time for preparation in comparison with the Russian students.
4. Fixing to foreign students of the Russian students for the purpose of improvement of their knowledge not only of the studied discipline, but also Russian.

The increasing number of foreign students and their joint training with the Russian students exerts a certain impact on quality of knowledge. It is explained by a variety of reasons, are basic of which: different level of basic knowledge, other used training methods, low level of knowledge of Russian by foreign students. All this undoubtedly influences qualitative characteristics of educational process.

CONCLUSIONS.

In the article, the analysis of results of intermediate certification of the students studying at the Yelabuga institute of KFU is made. It demonstrates that at increase in a share of foreign students as a part of groups the tendency to decline in quality of development of subject matters is observed.

In such a way that improvement of quality of knowledge in the conditions of increase in the contingent of foreign students requires introduction of actions for improvement both educational process and the used pedagogical tools.

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