



Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
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RFC: AT1120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

Año: VII Número: 2 Artículo no.:79 Período: 1ro de enero al 30 de abril del 2020.

TÍTULO: Estrategias socioculturales para el funcionamiento de una universidad moderna.

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RESUMEN: Como resultado del estudio del papel y el lugar de las universidades en la sociedad moderna, podemos decir que hoy existe una tendencia a expandir las funciones de la universidad como institución social, la manifestación de su multifuncionalidad. Con la expansión de las funciones de la universidad, su "enfoque" cambia de los problemas del desarrollo de un individuo a los problemas más amplios del desarrollo social. Una característica de una universidad moderna es su enfoque en los cambios sociales en curso a través de una integración profunda en la vida de las comunidades sociales y la sociedad en general.

PALABRAS CLAVES: tendencias educativas, universidad, urbanización, educación superior, mercado laboral.

TITLE: Socio-cultural strategies for the functioning of a modern university.

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ABSTRACT: As a result of the study of the role and place of universities in modern society, we can say that today there is a tendency to expand the functions of the university as a social institution, the manifestation of its multifunctionality. With the expansion of the university's functions, its "focus" shifts from the problems of the development of an individual to the broader problems of social development. A feature of a modern university is its focus on ongoing social changes through deep integration into the life of social communities and society as a whole.

KEY WORDS: educational trends, university, urbanization, higher education, labor market.

INTRODUCTION.

The modern period of university development is associated with profound transformations in the field of education. The essence of the changes taking place today in the system of university education is the transformation of higher education in accordance with the new requirements of the time and the needs of social development. This is not only a new look at the university system performing two of the most important functions - educational and scientific, but also about actualizing the social role of universities.

A modern university is systematically involved in the economic, social, cultural life of its city and region and, in this capacity, plays a social role, primarily through social inclusion and social participation. In other words, along with the implementation of educational programs and research work, universities are called upon to fulfill a number of crucial tasks in developing the territory to which it belongs and on which it is located, and developing infrastructure. A look at the university from the point of view of its social role makes it necessary to review the principles of evaluating the activities of educational institutions.

In the dynamically changing conditions of the socio-economic sphere, in particular in conditions of intensive urbanization, universities are forced to restructure their development strategy taking into account the peculiarities of interaction with territorial authorities at various levels, the local community and other interested parties.

So, at the current stage of development of socio-economic and educational systems, the issues of transformation of the university as a social institution, the transformation of its role and place in the changing environmental conditions, the problems of the interaction of universities with other market entities are becoming especially relevant.

DEVELOPMENT.

Research methodology.

Theoretical and methodological provisions were presented by the works of Russian scientists in the field of education, which evaluated the University as a special higher educational and scientific institution that provides training for specialists in the system of natural sciences, humanitarian and socio-economic fields of knowledge.

The solution of the tasks set in the work was carried out on the basis of the application of general scientific research methods in the framework of comparative, logical and statistical analysis, as well as the method of theoretical and practical forecasting.

Study results.

The University is a higher educational institution that provides training in the system of natural science, humanitarian and socio-economic fields of knowledge, conducts fundamental research, educational and cultural work in the university and the region, which acts as a training center, information center and center of international cooperation [Erofeev D.S. (2010), p. 24]. This interpretation of the university, proposed by D. S. Erofeev, allows us to trace the transformation of

the specific features of Russian university education in the framework of historical, political and social events. Most researchers agree that the development of the first Russian universities was based on the model of the German research university V. Humboldt, despite the fact that Russian universities did not have such signs of a classical university as autonomy and academic freedom, as were initially under the yoke of centralized power.

Since independence, the higher education system of Russia, in particular the university education system, has overcome several stages of reform, each of which is characterized by its goals, objectives, content, direction of educational policy, positive and negative results. We can distinguish 3 main periods of the formation of the university in independent Russia: adaptation, modernization and intensification [Luneva N.A. (2013), p. 17].

Adaptation (1992-2005).

During this period, the Soviet model of self-sufficient higher education adapted to new realities. The socio-economic development of Russia in the last decade of the twentieth century was carried out in the plane of market transformations.

The transitional nature of the processes taking place in the country, economic, political, social reforms related to the democratization of society, its movement towards building market relations could not but affect the social institution of education. The reform of the education system was aimed at the democratization of higher education and the gradual transition to decentralization of its management, diversification of the composition and structure of universities and sources of funding, the formation of a new regulatory and legal framework and its further improvement, the expansion of academic freedoms of educational institutions [Luneva N.A. (2013), p. 33-35].

At the turn of the century, a boom in higher education began in Russia, which was caused by the growing demand (often inadequate) for higher education from both employers and applicants. Higher education has become a social norm for the Russian population. A multiple increase in the

demand on the labor market for specialists with higher education has caused the emergence in Russia of many new higher education institutions, including universities, which often took place spontaneously.

Modernization (2005 - 2012).

During this period, the system of higher education and its content were updated. The reform was aimed at ensuring the availability of education and the transition of higher education to international standards of educational activity. The development of international relations, the intensification of business activity of the population, the processes of globalization, and other phenomena and processes of our time left no opportunity for the domestic higher education to be aloof, to develop in the old way. The result of this was the accession of Russia to the Bologna process in 2005, when the Russian Federation committed itself to building its educational system, guided by the uniform international rules of the game.

The modernization of the education system was also caused by the need to provide an innovative economy with qualified personnel, to increase the competitiveness of domestic higher education in the international markets for educational services, and the formation of educational “growth points” in the regions [Elnikova G.A. (2013), p. 28].

After formally the problem of ensuring accessibility was solved and the country actually switched to universal higher education, the question arose completely about the quality of training of specialists and the accessibility of high-quality higher education to different layers and groups of the population.

Expanding the sphere of higher education, especially at the expense of students paying for their studies, solved an important problem for universities: compensated for the acute shortage of budgetary funds, but led to the fact that at present higher education performs primarily the function of socialization, and not professionalization.

Intensification (since 2012).

Currently, the university education system is facing other challenges that are fundamentally different from the situation of previous years. Higher school is faced with the task of not extensive, but intensive development adequate to the challenges that Russia and the world community are experiencing. For this, a development strategy for the system of higher professional education is needed, aimed primarily at improving the quality of education and responding to the demographic crisis. It also requires a strategy to smooth the imbalance between the education market and the labor market, improving the regulatory framework [Seliverstov Yu.I. (2016), p. 88].

In the modern world, education, science and technology have won the position of the main means of ensuring economic growth and raising the standard of living in the public mind. Under the influence of progress in basic sciences and technological development of scientific research results, a new structure of economic, social and political relations has arisen in the world. This circumstance predetermines the gradually growing role of universities in regional and national development, while creating qualitatively new conditions for its existence in a constantly changing socio-economic environment.

At their core, universities are called upon to generate new knowledge and solutions often before a regional and national political structure is formed for this activity. Such a natural advance in the readiness to perceive the new when compared with the current political structure is characteristic of universities and is a natural state of their environment. Therefore, universities are constantly influencing the content and technology of updating their living environment. Consequently, under these conditions, one must be prepared for the fact that, outstripping the speed of reaction to new existing political structures, the university in the management system is constantly forced to be in a state of preventive conflict with the government, forced to work within the framework of outdated schemes, stereotypes and management mechanisms.

A high level of political and business culture of government bodies and university administration bodies is necessary in order for the state of preventive conflict, firstly, to fulfill a developing function (in time and dynamically “pick up” new decisions by the existing management and regulation mechanisms); secondly, it did not lead to negative imbalances in public administration systems that are responsible for restraining development processes [Rezakov R.G. (2015), p. 197].

Classical approaches to determining the role of universities in society draw attention to the traditional functions of universities, including:

- ✓ Function of training and moral education.
- ✓ The function of the development of science through the implementation of scientific research and the unification of scientific fields of knowledge in the framework of the university.
- ✓ The function of integrating the research community and involving students in joint research activities within the university.
- ✓ The function of cultivating the social layer of the intelligentsia to preserve the spiritual and ideological component of society.
- ✓ The function of selecting gifted and talented individuals in order to preserve the spiritual component of society.
- ✓ Communicative function of spiritual life.
- ✓ The function of satisfying the educational needs of citizens in a democratized society [Trapitsyn S.Yu. (2014), p. 74].

It is worth noting that the classical theories of universities, which are based on political, socio-economic and cultural factors, focus on the social role of the university. The above functions of the university to a certain extent cover aspects of personal development of a person, the education of moral qualities in him. So, the universities of the past focus on the needs of a single talented, educated person, but not on the needs of society as a whole.

At the present stage, there is a tendency to expand the functions of the university as a social institution, the manifestation of its multifunctionality. With the expansion of the university's functions, its "focus" shifts from the problems of the development of an individual to the broader problems of social development.

A feature of a modern university is its focus on ongoing social changes through deep integration into the life of social communities and society as a whole. Today, universities are positioning themselves as key agents of dynamic changes in the socio-economic development of the regions. The unique role of universities is recognized in the production and transfer of knowledge to the regions, which directly or indirectly affects the transformation of regional systems. In this case, established relations between universities with the regional community, including government bodies, are of no small importance [Itskowitz G. (2010), p. 273].

Modern studies of the role of universities in regional development draw attention to the changing nature of environmental conditions in which universities operate, as well as the increasing role of the requirements that are imposed on the part of the state and society as a whole to universities. Experts, without exaggeration, call historical the changes that have taken place in the relationship of universities with the state and society, as a result of which the importance of universities in regional development has increased. These changes are not only regional and national, but also global.

Until recently, the educational vector of Russian universities was considered prevailing. For a long time, the multidisciplinary research regional universities (regional or republican) remained the central link in the national system of higher education. These universities, in addition to solving the general tasks of higher education of the population, ensured the reproduction of scientific and pedagogical personnel, without which the existence of the entire educational system as a whole is impossible. In recent years, innovation has become no less significant and even mandatory for universities. Universities should not only engage in science, but make every effort to ensure that the

results of intellectual activity are not simply embodied in reports, but become innovations. The modern organization of innovation, as a rule, involves a team principle of work. Of all the structures that generate and disseminate new knowledge, universities are the most flexible, creating a favorable environment for team intellectual work.

These requirements had to satisfy national research universities. The main purpose of research universities is to develop the country's scientific and technological complex and provide it with the necessary human resources through research, technology transfer to the economy and the formation of a belt of innovative companies around the university. Further development of the potential of modern Russian universities is seen in the adoption of a model of an entrepreneurial university, which should provide a new balance between science, education and innovation.

The following goals of the activities of modern universities can be distinguished:

- ✓ Assistance in the formation of state innovation policy.
- ✓ Promotion of advanced Russian experience.
- ✓ Intensification of processes of technology transfer and commercialization of research results.
- ✓ Development of effective partnerships with state authorities and business within the framework of the “triple helix” model.

The main tasks of a modern university can be formulated as follows:

- ✓ The creation of conditions for the preparation of competitive graduates capable of creating innovative (high technology) products, and be in demand in an innovative economy.
- ✓ Creation of growth points that ensure attraction of investments for the formation of innovations that contribute to the development of consumers of their own innovations.
- ✓ The formation of knowledge and skills among university employees and teachers of creating entrepreneurial structures and providing advisory services for their support.

So, a modern entrepreneurial university must combine the economy and the effectiveness of three processes - education, science and entrepreneurship, while achieving a synergistic effect. To do this, he needs to build the internal environment on the principles of market competition, orienting the development of projects to the conditions of the external environment.

At the same time, a university that claims to be entrepreneurial must re-implement itself in three areas:

- ✓ In the field of knowledge generation - to constantly improve existing and develop new research methods; explore new areas of knowledge or new problems in already known areas.
- ✓ In the field of teaching - to develop innovative teaching methods and modify the content of training by reflecting the latest achievements of science and practice.
- ✓ In the field of introducing knowledge into practice - to master various methods and types of interaction with the external environment.

Understanding the idea of a modern university leads to the realization that it is a counterweight to trends that threaten both the development of society and its own stability. Responding to the new challenges of the modern world, the university is forced to fulfill the need of society, which is manifested in the formation of a new type of professional, so to speak, "a professional-intellectual who is able, by virtue of the formed values, acquired knowledge and skills, to withstand irreversible processes in society".

Moreover, with the coexistence of many cultures and countercultures that permeate previous social traditions, the question arises of which general cultural or national values to reproduce for universities, that is, the value bases of the university's role are transformed. In many respects, the social role of education is preserved, unlike the role of the university itself, but although the idea of the university is not stable enough, it is the university, and not the traditional political or social structures, that can and must resist the fragmentation of society and realize its integrating

opportunities. However, the role of mediator and mediator in modern society can be performed only by a transforming university, ready for changes and self-improvement.

In the era of “fast history”, a dynamic change in the structure of the labor market and a shift away from the structuring of the human personality by the profession, lead to the priority of local, individual and mobile spheres of employment. In this situation, the mission of education is to help and train an individual to independently determine his educational development path, depending on the changing professional and life situation. In reality, a modern university is still able to provide a certain profession, although it is worth noting that significant shifts in the direction of further education: the acquisition of new professional skills and a change in profession, have been observed recently in many universities.

The new role of the university, the appearance of which is ascertained, is called to correspond to the current state of culture and society, but at the same time to ensure the future of the university. The university is inextricably linked with science, it becomes the prerequisite for its foundation. However, he must remain in contact not only with science, but also with historical reality and social life. According to this mission, the university must be immersed in modernity, it must be open to it and must shape it.

Today, a university should interact with modernity just like a university: express its opinion on significant events, respond to what is happening from all three points of view: cultural, professional and scientific. Since the university still remains the center of production, accumulation and dissemination of knowledge, which, despite its heterogeneity and susceptibility to various technologies, retains the features of universality and non-utilitarianism, its role can be expressed in the transfer of this knowledge. However, an attempt to formulate a mission by a higher school consists in searching for an institutional form appropriate to the time and capable of adapting to modern conditions, taking into account its history and past experience.

To assess the role of universities in modern society, it is possible to use various models that allow a multilateral analysis of their contribution to the socio-economic and innovative development of regions and the state as a whole. Let's consider some of them.

G. Itskovitsa's "triple helix" model explains the processes of interaction between the state, the real sector of the economy and the entrepreneurial university in the context of the development of innovations for the knowledge economy from the perspective of quantitative analysis. In this model, universities are a key measuring component of the process of innovative development, for which the measurement indicators of bibliometry and scientometry are applicable. From the point of view of the triple helix model, the ability of universities to generate and accumulate scientific knowledge ensures their central role in the development of the knowledge economy [Itskowitz G. (2010), p. 280].

The model of multifunctional and multi-level participation of the university in regional development, sponsored by P. Arbo, P. Benevurs. In accordance with this model, the role of universities for social development lies in their ability to concentrate on the problems of regional development and involve other interested parties (stakeholders) in their decision. It is worth noting that the ability of universities to self-organize in relation to the problems of development and attracting other interested parties (stakeholders) to solve them is not exclusively regional in nature.

Despite their territorial localization, universities are successfully integrated into the framework of national development policies that affect the development potential of the regions as a whole. In addition, universities also make a significant contribution to regional development by meeting the needs of the regional labor market by training qualified specialists and conducting relevant research [Korkia E.D., Mamedov A.K. (2016), p. 9-15].

So, defining the role of a modern transforming university, it is necessary to take into account the following value bases: interdisciplinarity of knowledge, breadth of communicative space and the absence of fixed boundaries, global goals, innovative thinking, innovative solutions and others.

The modern university is multifunctional, it performs the functions of education, training, research, the provision of services, the development of economics, culture and humanism. It is quite difficult to develop such a combination of the noted trends within the framework of one university. Therefore, today, various universities prefer various functions or their combinations. A special place in modern society is held by an entrepreneurial university.

The idea of a university-corporation is understood in two senses:

- ✓ The university as a producer of educational services, not just a combination of teachers and students, but also a player in the educational services market.
- ✓ University as a whole, united by a corporate spirit, solidarity, traditions; corporate spirit forms unity, and on the basis of unity achieves market efficiency.

The development strategy of a modern university is understood as a comprehensive, long-term plan of systemic actions and their implementation on the basis of a comprehensive study of all the laws, goals and objectives, external and internal circumstances that ensure the effectiveness of the university. In other words, the strategy includes: studying the laws and conceptual foundations of higher education, analyzing external and internal factors, predicting trends and possible options for the development of the university, identifying the main goals and objectives, developing technologies, methods, organizational forms that can ensure progress towards the goals [Corkia E.D. (2017), p. 29-32].

As subjects of strategic management, universities are characterized by the following features:

- ✓ Universities are a vivid example of hierarchical organizations consisting of a large number of relatively autonomous structural units that have unequal opportunities in terms of their resource potentials.
- ✓ Structural departments of universities participate in the segments of the educational services market and the labor market, differing in their structural and market characteristics, which determines the divergence of their interests, complicates the formation of the university's strategy as a whole and determines the significance of the problem of decomposition of strategic goals.
- ✓ The competitive advantage of universities significantly depends on the ratio of financial flows generated by various categories of interest groups. Interested groups may include government bodies, local self-government, or civil society institutions (chambers of commerce, industry associations, unions, etc.) First of all, this refers to the formation of such an important proportion as the formation of budgetary and extrabudgetary funding.
- ✓ Structural units of the university may be at various stages of their life cycle, determining their strategic goals and the possibilities for their implementation.

S. Marginson rightly believes that there is no best university development strategy, since countries vary greatly in economic potential, available resources, cultural and mental values. Instead, a number of basic models are proposed that are implemented by various national education systems.

The first model, the breadth-strategy, involves the country's achievement of the highest standards in the field of university education and teaching, increasing the population's access to high-quality educational services, building up the research potential of universities, and the formation of universities capable of competing on a global level. This strategy is mainly used in Western Europe and Russia.

The second model, the depth-strategy, consists of the priority support and active role of the state in a small group of leading universities that are capable of conducting breakthrough research and have the potential to become world-class universities. This strategy is successfully used by the countries of Southeast Asia, it is being tried by Saudi Arabia, Brazil and several other countries.

The third model - a combination of breadth-depth-strategy is a combination of the first two models and is implemented in practice in countries such as the United States and China [10]. Thus, when developing and implementing a university development strategy, the main trends that determine the need for their transformation should be taken into account, among which are:

- Relative decrease in university funding.
- Fierce competition between universities for raising budgetary funds and additional financing.
- Mismatch of labor market and educational services market requirements, supply and demand mismatch.
- Increasing the social demand of society for mass education.
- Involvement of the general public in the educational process, regardless of status and age.
- The formation of innovative education, changing its quality.

Adapting the university to the new economic conditions will attract investment. The basis of this conceptual system consists of five principles that determine the direction of transformation and are taken into account when developing a university development strategy:

- Creation of a strengthened management core.
- Formation of a discrete (diversified) financial base.
- The formation of the expanded periphery of the university.
- Stimulation of the academic core.
- Wide dissemination and approval in the university community of innovative beliefs and values

[Tomsinov V.A. (2016), p. 4-9].

A discrete multi-channel (diversification) funding base increases the university's capabilities. New sources of funding, which are income from the work of research centers, orders from industrial enterprises and local authorities, revenues from campus services, student fees and charitable foundations of former graduates allow the university to put into practice the ideas of entrepreneurship.

Cross-financing can flow from educational activities to scientific research or vice versa permeate various levels of education, form the financial backbone of the unification of the university into a single whole. The widespread dissemination and approval in the university community of innovative beliefs and values is carried out through the implementation of projects and programs within the university, as well as the establishment of partnerships with external actors.

Consider the most common university development strategies in the face of massive demand for education.

One of the common strategies is a positioning strategy, the effectiveness of which depends on marketing research, advertisements and the right choice of media. With a clear definition of the direction and scale of the strategy, the university is able to provide appropriate curricula, financial assistance, development of communications, as well as an effective system of supplying educational material. A university that has an active positioning program benefits from a stable or increasing student body.

Currently, this strategy is being implemented through positioning the university as a “global forum” through openness to new ideas, as well as through an active exchange of ideas generated at the university itself and elsewhere. Particular emphasis in the framework of the strategy is on creating a strong and consistent presence in the Internet space [Gezalov A.A., Korkiya E.D., Mamedov A.K. (2018), p. 154-159].

The second common strategy for the development of universities in the context of massive demand for education is to develop cooperation in new and developing fields of science through interdisciplinarity.

Consider the main strategic priorities that the activities of domestic universities are oriented to, namely:

- The highest possible quality when educational management does not particularly strive for operational maximization of the budget.
- Financial well-being, while the activities of the university are aimed at maximizing financial benefits, including by obtaining financial resources from outside, as well as finding additional market-oriented areas of main and auxiliary activities.
- Diversification, in which educational management does not see any special market prospects for the development of the existing core business, which brings to the fore the tasks of using the reserves of available resources in those areas that can bring additional profit.
- Globalization, with a stake on the development of foreign educational, scientific and technical relations of the university. However, such a strategic direction is possible if there is a high international image of the institution, possessing unique competitive advantages (in the form of patents for commercially effective projects, the availability of world-class researchers, etc.).
- A combined strategy, the task of which is to achieve high standards (parameters) of the university's activities in a number of areas, each of which is able to give a specific market result and (or) create additional "process" conditions for its receipt. Consider the methodology of developing a university development strategy.

In developing a university development strategy, it is necessary to apply a systematic approach, to analyze all the links and connections of the educational system with a clear goal-setting. It is also necessary to provide for the formation of an optimal management model in which competencies and

powers, functions and responsibilities of participants in the educational process will be systematically distributed and agreed upon.

The theory of strategic management uses a number of approaches to the process of developing a strategy, which was studied and applied in this study.

The classical theory of strategic management uses three main stages of technology for developing strategy, which are also applicable to the university. In developing a university development strategy based on practical experience, it is recommended to distinguish the following stages (stages):

- A comprehensive analysis of the university.
- Strategic planning.
- Management of the implementation of the university's strategy.

The stage of complex analysis is cross-cutting in the process of developing a strategy and allows you to interpret the strategic position of the university, based on an analysis of the internal and external environment. The methodology of complex analysis is based on well-known tools for analyzing the state of the organization of PEST (or STEP) analysis and SWOT analysis.

The university's strategy as a model for managing its development should be managed both in the process of development and implementation. Strategy development is the formation of an action plan that will be implemented subsequently in the relevant areas of activity [Gezalov A.A., Korkiya E.D., Mamedov A.K. (2018), p. 153]. University development priorities should be linked to the tasks of socio-economic development and country education development programs. The strategic vision and choice of priority areas must be substantiated in the context of the challenges of our time, the role and responsibility of the university in solving socio-economic problems. The following aspects are recommended in this section:

- Strategic vision and mission statement.
- Regulatory support, socio-economic decisions related to the identification of priority development areas, which are taken as the basis for the concept of development strategy.
- Strategic priorities for the development of the region and the market for educational services, which determine the specifics of the university's activities.
- University positioning, key areas of activity, the main elements of a development strategy.

The mission determines the main purpose of the university as a subject of educational activity, and serves to form an idea of the priorities of its activities.

CONCLUSIONS.

So, today, universities need to determine the place of their organization, both in the university system and in the external environment. The basis for successful functioning, socio-economic growth, certainty in the direction of development of the university are strategic planning and implementation of selected strategies. High-quality strategic management contributes to the emergence and strengthening of competitive advantages, attracting additional investments.

The formation of a university development strategy is dictated, on the one hand, by the modern needs of the educational services market, the challenges of the time and the processes of integration into the global educational space, and on the other hand, by the existing imperfect level of university management. Global changes in society and the economy have led to the need to develop more effective methods of university management.

Conflict of interest.

The authors confirm the absence of a conflict of interest.

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RECIBIDO: 4 de diciembre del 2019.

APROBADO: 16 de diciembre del 2019.