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RUSSIAN UNIVERSITIES IN THE INTERNATIONAL DISTANCE LEARNING MARKET

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1. INTRODUCTION (OBJECTIVES)

The need to move to a distance and blended format of work in Russian universities has posed many problems for higher education. After acquiring the relevant experience with COVID19 pandemic, it was time to conduct a detailed analysis of the development possibilities of DL of foreign students without losing the quality of their training.

2. DEVELOPMENT

Table 1. The main problems of attracting foreign students to participate in distance programs of Russian universities

	Factor	Content of the problem	Manifestation in different countries
P	Protectionism	At the state level, students are encouraged to participate in DL programs at universities in their country, students are not encouraged to participate in DL at foreign universities	USA 🇺🇸 China 🇨🇳
E	Low income level of the population	There are no personal gadgets, as well as personal places for classes in the implementation of DL	
S	High degree of cultural conditioning of education	DL in a Russian university is considered ineffective without immersion in the country's culture	
S	The high importance of the emotional component of learning	DL is considered ineffective without direct contact of students with the teacher	
S	Low degree of self-organization of students	DL is considered ineffective in the absence of constant teacher control, sometimes it is not recognized as a full-fledged form of education	
T	Low level of development of communications	The instability of the Internet, mobile communications, energy supply	
T	Technological limitations	It is not possible to use some common software products	China 🇨🇳

Table 2. Dependence of the preparatory course Chinese students' success on the DL training models

Model	Number of students	Number of successful students	Percentage of successful students	Confidence interval
Model 1 (multicultural groups)	167	109	65,3%	59,2% - 71,4%
Model 2 (Remote Preparatory Dept)	86	63	73,3%	65,4% - 81,2%

For pre-master Chinese students (DL program) the percentage of successful students was 100% in 2020/21 academic year (71,4% in 2017/18 academic year).

3. CONCLUSIONS

Authors identified states and regions that are less and more favorable for educational cooperation with Russia in a distance format. With regard to the Chinese market for educational services as one of the most promising for Russia the authors have established promising areas of cooperation in short-term educational programs and effective formats for the activities of preparatory departments in distance and blended mode. One can state the improvement in the quality of training of Chinese pre-master students in the online format.

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