

A new face of Russian engineering education

Introduction

Recent decades are characterized by a substantial change in all the spheres of science and education due to the influence of world globalization, the growth of international contacts and international cooperation [1]. An intensive global flow of information and technology as well as an increasing competition for the quality of specialists training have led to the emergence of new trends in education, which is currently marked by the growth of the value of higher education and the transformation of higher education in the facility services.

Russia is making major progress towards globalization in the higher education system, together with Europe, within the framework of the Bologna Process, which it joined in 2003 in Berlin.

The main objectives of the Bologna Process are the following:

- building a European area of higher education as a key development trend for citizens' mobility and employability;
- formation and strengthening of intellectual, cultural, social, scientific and technological potential of Europe;
- increasing the prestige in the world of European higher education;
- ensuring the competitiveness of European higher education universities with other education systems;
- achievement of greater compatibility and comparability of national systems of higher education;
- improving the quality of education;
- increasing the central role of universities in the development of European cultural values, in which universities are considered to be carriers of the European consciousness [2, p. 207].

These trends entail both positive and negative consequences. Positive consequences are an extension of the spectrum of educational services and greater access to students, support for the knowledge efficiency, the development of joint degrees, fusion or convergence of cultures, enhancing the comparability of qualifications, the development of new conditions for academic institutions [3].

Methodology

We have done a sociological research aimed at identifying the satisfaction with the quality of education by students from different universities and specialties. For the purpose of the research the questionnaire which included 4 yes-no questions and one open-ended question was created. Generally survey was conducted at university, social network and Skype. The type of a questionnaire was the list of 5 questions.

In the course of the research, we interviewed 15 respondents. The respondents are the students of Tomsk Polytechnic University (TPU), majoring in Instrument – Making, Technosphere Safety, Electronics and Nanoelectronics, Power Engineering, Electrical Engineering and Economics, Tomsk State University (TSU), Tomsk, majoring in Psychology, Mechanical and Mathematic Modeling and East Siberia State University of Technology and Management (ESSTU), Ulan-Ude, majoring in Electronic Computing Systems, Automation and Electric Equipment of the Industrial Enterprises, Tourism. The respondents were of the age from 18 to 23, the average age of respondents was equal to 19 years old.

Analysis and discussion

As we can see from fig. 1, answering the question «Do you think that higher education will help you in your future life?» most of respondents (93 %) talked about profitability. Some stressed

that higher education opens up access to prestigious and well-paid job. But one man could not answer accurately and abstained, citing the fact that in order to find a good job you need cronyism. Quite often (100 %), the comment was that people aspire to higher education in order to make a career, to improve their social status. And following from this, everybody believed that education should be free.

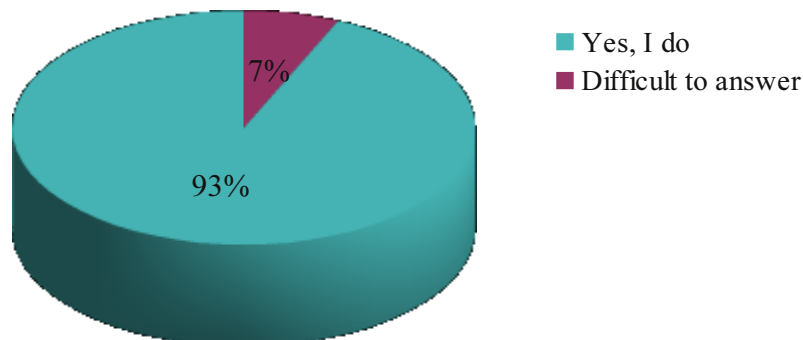


Fig. 1. Responses to the question «Do you think that higher education will help you in your future life?»

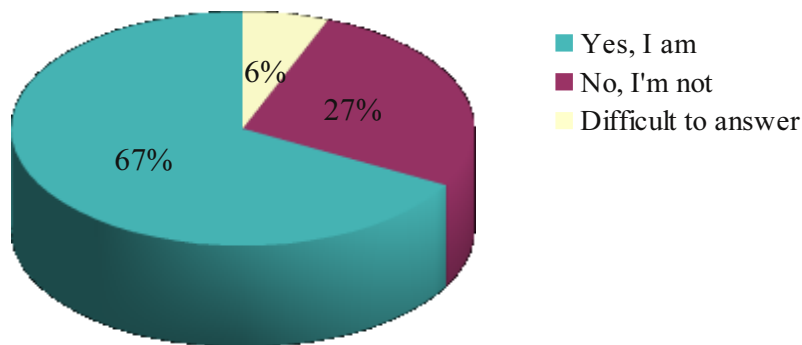


Fig. 2. Responses to the question «Are you satisfied with the quality of the education provided?»

Fig. 2 shows that on the next question «Are you satisfied with the quality of the education provided?» 10 respondents (67 %) gave a positive answer, 4 respondents (27 %) are not satisfied with the quality of teaching. They explained this by difficulty in understanding training courses. And this answer was given by the representatives from different universities.

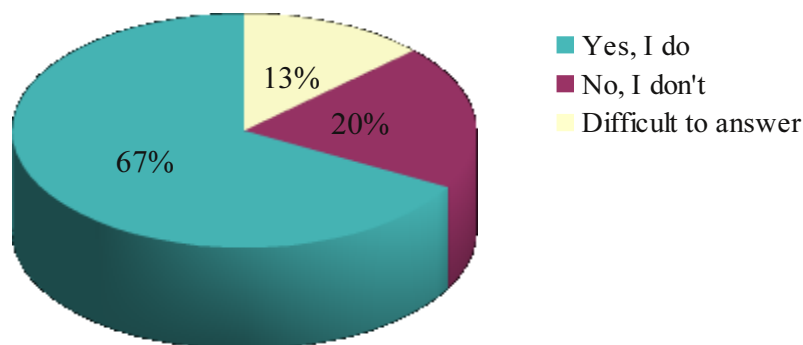
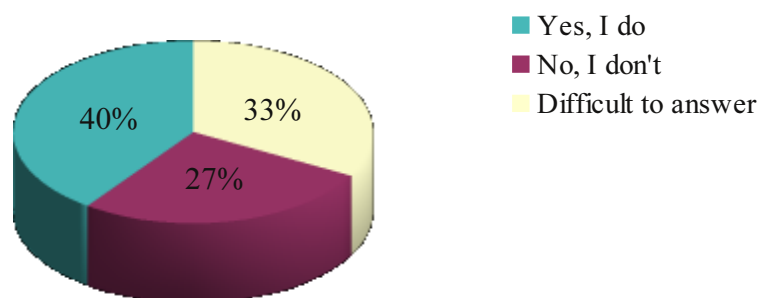


Fig. 3. Responses to the question «Do you think the curriculum provided by the university gives a wide range of knowledge about your future speciality?»

The next question was «Do you think the curriculum provided by the university gives a wide range of knowledge about your future speciality?». As we can see from fig. 3, 10 respondents (67 %) answered 'yes', 3 people (20 %) have gone to practice their profession, 2 respondents (13 %) did not answer this question.



*Fig. 4. Responses to the question
«Do you think e-learning courses help improve your level of knowledge?»*

And the fifth question «Do you think e-learning courses help improve your level of knowledge?». 6 respondents (40 %) reported that online courses do give knowledge and that with the help of such courses they learn a lot of interesting things. 4 people (27 %) gave a negative answer and commented that performing the tasks in the course of such training everything can be found in the Internet and they perform tasks using the COPY-PAST. 5 people (33 %) couldn't answer.

Conclusion

On the basis of our research with the participation of 15 respondents from various universities in Russia it was revealed that the majority of respondents is satisfied with the quality of higher education, and consider it an essential and indispensable foundation for their future lives.

Since 2003 Russia is linked to the Bologna Declaration, entering the European educational system as a competent member and receiving the possibility of active influence on its development. The transition to the three-cycle system with all other elements of the Bologna requirement will be evolutionally with the preservation of the best traditions of Russian universities. [4]

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Scientific adviser: A.V. Soboleva, senior lecturer, National Research Tomsk Polytechnic University, Russia