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Pathways for higher education development in BRICS countries**Nataliya N. Pogrebnyak**

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Abstract

At the present stage, education acts as a powerful tool with significant potential for solving problems facing humanity. Consequently, in this article the author examines the processes of modernization of higher education in the BRICS countries. One of the most important tasks of any country is the training of highly qualified specialists and the effective application of their experience to implement qualitative social and economic transformations in the higher education system as a whole. The author emphasizes that the introduction of innovative educational mechanisms into the educational process has become the main reason for increasing young people's scientific interest in education. At the same time, the issue of strengthening the competitiveness of the market economy, the development of education, science, technology, medicine and IT technologies is raised. It is emphasized that the future and international position of the BRICS countries are influenced by various factors, including the level of education of their population. Consequently, the digitalization of learning in the modern educational services market has led to the need to take a fresh look at higher education. Thus, the main goal of the work is to analyze the current state of higher education in the BRICS countries and consider possible ways of its modernization, in establishing and strengthening partnerships in the field of education, which certainly guarantees expanded opportunities for academic exchanges of both teachers and students.

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Keywords

Higher education, BRICS member states, universities, higher school, educational institutions, student mobility, globalization, developing countries.

Introduction

In the context of global competition in the modern world, education is considered as one of the most important factors of social development and as an instrument of "soft power" [Avdokushin, Zharikov, 2013]. In order to create a rating of universities in the BRICS countries, the rector of Moscow State University, M. Sadovnichy, proposed an updated version of the strategy for scientific and technological development of the Russian Federation, issues of financial support for domestic science, and the development of the Russian Science Foundation.

Thus, in the context of economic development, innovation and science, solving social problems, international cooperation and education, strengthening partnerships in the field of education, and striving to become world leaders in many areas, the BRICS member countries joined forces, despite the fact that in 2023 the share of GDP of the BRICS countries already amounted to 35% of global GDP as a whole [Astakhov, 2016]. Since representatives of the BRICS countries that have nothing to do with the region of the chair country, as well as regional organizations of the global South (Egypt, Tajikistan, Mexico, Guinea and Thailand), were among those invited to the BRICS summit in China [Astakhov, 2016].

The analysis of scientific research and modern scientific literature has shown that the communication barriers of the BRICS educational space (Voevoda E.V.), trends and prospects of Russian education (Shilova E.S.), the BRICS countries in the modern world economy (Avdokushin E.F.), a comparative analysis of the modernization of higher education in the BRICS countries (Busygina I.M., Okuneva I.Yu.), reform and cooperation of education systems (Mikhalchenkova N.A.), education in the BRICS countries since its foundation (Nikonova E.N.), features of education in the BRICS countries N.A. Farkova, strategies for the development of higher education Mashkina O.A., O.N. Kiseleva, Shvedovskaya A., Lipovaya M.S., E.M. Astakhov, V. Weller, S.S. Wolkhuter, Dwyer T., Marcelo Knobel, and others) represents one of the important tasks in the field of education. The modernization of higher education in the BRICS countries, the development and improvement of the higher education system need to attract investment in general.

Main part

With the strengthening of the competitiveness of the market economy at the turn of the twentieth and twenty-first centuries, the BRICS countries began to pay more attention to the development of science, technology and education. However, as Russian researchers I. Busygina and I. Okunev, the intensive development of relations between the BRICS members took place over the course of 20 years ... "the countries demonstrate very different development trajectories, but modernization processes are taking place in all of them. At the same time, factors such as geographical extent and interregional differences, the size and nature of the economy, the number and location of the population, intra-elite splits, and the importance of traditional values create their own balance of opportunities, costs, and risks in each case" [Voievoda, 2015]. Striving to actively participate in the modernization of higher education. In an effort to actively participate in the modernization of higher education, the BRICS countries pay special attention to such prestigious and highly competitive education sectors as IT technology, medicine and economics, establish and strengthen partnerships in the field of education, which, of course, guarantees expanded opportunities for academic exchanges for both teachers and students. It should be noted that the reforms in these countries affect all major areas of the higher education system: structural reforms of higher and secondary vocational education are being carried

out; a policy is being pursued to expand the availability of education and increase its effectiveness; traditional teaching methods and technologies are changing: its scope, forms and methods, functions, improving the research skills of future specialists and Countries are adapting their education systems to meet the needs of new technologies. Let's consider the historical process of formation and development of the BRICS member countries, their dynasties.

Russia has always been famous for the high quality of education and its position as a world power is largely due to the achievements of Russian scientists. On this basis, the priority task of higher education is to ensure the competitiveness and presence of Russia among the top five countries in the world engaged in scientific research and development. By actively cooperating with partners from other BRICS countries and occupying an important place in the global economy and politics, Russia seeks to solve the problem of restructuring its research universities, enriches the educational process, increases its efficiency, increases the number of exchange programs between students and teachers, and introduces innovative technologies into the educational process. As a result, this will allow students from Russian universities to make domestic education more attractive to international students, expand their horizons, which will certainly lead to the following preferences: the possibility of awarding academic degrees and developing their own standards of study, improving educational programs, developing technological clusters, intensifying scientific research in cooperation with international universities, additional funding, ensuring the country's competitiveness as a BRICS member. In turn, the enrichment of the educational space and the development of higher education in Russia will help strengthen the country's position on the world stage.

As a member country of the BRICS, *Brazil* plays a significant role in the global economy and education, occupying a leading position in Latin America. The development of higher education in Brazil is of strategic importance for strengthening its position in the global community. The country is growing rapidly, actively modernizing its scientific and technical field of education, solving social problems, significantly increasing the level of education of the young population and the role of higher education in general. However, today, equal access to higher education for young people is becoming more relevant, focusing on poverty, inequality and unemployment. For example, to prevent the departure of scientific researchers from the country, Brazilian President Luiz Inacio Lula da Silva called for the use of public resources in educational programs and the construction of universities. Today, more than half of the students in public universities in Brazil are graduates of private secondary schools, since the quality of education in these universities is much higher [Galyanova, Kudiman, 2017]. To complete their education, a specialized financing fund provides students from low-income families with preferential loans. To this end, in the document of the National Education Conference of Brazil, the coordinator of the National Education Forum (FNE), Elena Araujo, proposed allocating at least 10% of GDP to the new secondary education system. According to the Federal Government, this document should become the basis for the development of a national education plan for the next 10 years. It is planned to further increase the international competitiveness of universities by increasing investments in scientific research and improving educational programs to meet the needs of the labor market. *India*, being the largest and most influential academic force in South Asia, builds its higher education system on the British model. Since improving the quality of educational programs and the level of specialized professional training in India is one of the key prospects for the development of higher education, the Indian government has implemented various platforms, including a language platform aimed at eliminating language barriers and a digital platform for knowledge exchange based on artificial intelligence. For example, as a priority specialization, the country has invested large financial and material resources in training information technology specialists, allocated ICT, annually increasing the number of programmers by 60 thousand to one million.

Focusing on dissatisfaction with the quality of education, the Associated Chambers of Commerce and Industry of India, together with the Tata Institute of Social Sciences, conducted a study on the topic "Restructuring vocational training in India" [Kiseleva, Vasina, Sysoyeva, 2023]. Of course, this has led many Indian young people to choose to study abroad: "By sending their children abroad, Indians spend about \$6-7 billion annually to obtain higher education. However, not only the elite, but also the middle class generously pays for a good education and a good diploma, as well as the opportunity to get a good education abroad" [Lipovataya, 2017].

Thus, in the field of higher education in India, it is planned to attract talented researchers, increase funding for research and innovation, expand the network of universities and colleges, create online learning platforms, provide grants and scholarships to students from low-income families, develop new technologies and promote scientific and technological progress in the country. Joint research projects and academic mobility programs, international cooperation, increasing the accessibility of scientific research, and increasing the number of student and faculty exchanges will certainly create a favorable environment for the growth of knowledge, talents, and innovation in the country.

South AFRICA. In the higher education system of South Africa, a country with eleven official languages, ongoing educational reforms have clashed with the political culture of a society dominated by the ideas of positive discrimination, social equality, and justice. Dr. Mastin Prinsloo, an employee of the Faculty of Education at the University of Cape Town, noted that students and teachers are often separated by a language barrier and a teacher's low linguistic competence. Thus, one of the points for reforming the entire educational system is government subsidies for part of university expenses and repayment of the educational loan of graduates after they receive an academic degree [Mashkina, 2017]. However, in order to overcome a complex of socio-racial problems and increase access to education for young people from poor families, the country's leadership decided to expand the network of vocational colleges. Thus, speaking at the ceremony of the Solomon Malangu Scholarship Fund (SMSF) in 2017, South African President Jacob Zuma noted that, in accordance with the National Development Plan, the number of students in universities will increase to 25% of the corresponding age cohort by 2030. Of course, in order to better meet the needs of the domestic economy, the emphasis will be placed on the development of highly specialized vocational education [9]. In turn, such an educational policy will lead to noticeable results, in particular: active cooperation between universities, the introduction of new technologies, improving the quality of teaching, improving the educational environment in the region, and government support. Thus, in the coming years, the level of education in South Africa will gradually increase, which will lead to an improvement in the quality of life of the region's population as a whole. The modernization of curricula, the development of innovative research, and the active involvement of international students and faculty in the learning process also contribute to improving the status of higher education in South Africa.

China. The Roman Stoic philosopher Seneca described the development of higher education in China as *non est ad astra mollis e terris via* (the path from earth to the stars is not smooth). After the Cultural Revolution, China practically began to create its higher education system from scratch, setting specific, rather ambitious goals for entering the international rankings of the best universities in the world with a focus on international experience. China's higher education system is characterized by high-quality education, actively cooperates with the BRICS member countries in the field of education, has a wide range of specialties and programs, exchanging best practices and experience. Today, China has its own history of the formation and development of the higher education system, based on the unique traditions and experience of its country, and sets itself specific, rather ambitious goals to enter the international rankings of the best universities in the world. For example, special development programs include – Projects 211

and 985, as a sector of elite education, included universities funded from the state budget and integrated into special development programs, providing leading universities with high global competitiveness in the field of education, research and scientific design work [10]. In the socio-economic development of cities and villages and reducing the disparity in the educational level of the developed eastern and backward Western regions of the country, the Chinese leadership is making serious efforts to increase the quota for admission of applicants from poor counties. The key to the success of Chinese universities, as Ben Sauter, head of the QS analytical department, comments, are the following factors: firstly, the Chinese government's close attention to the competitiveness of its universities; secondly, strong government funding for higher education. By 2050, China plans to become a world power of higher education and achieve leadership in the global economic development in the coming years.

Today, despite the similarities and differences, the BRICS countries have made great progress towards modernizing their educational systems, are overcoming serious difficulties in the transformation and adaptation of their higher education systems, remain mobile and competitive, and have managed to overcome serious difficulties in the transformation and adaptation of their higher education systems. Russia is confidently modernizing its educational system in the context of global requirements and, in the process of constructive dialogue with foreign partners, should conduct a dialogue with foreign partners to participate in shaping the global educational space.

The Quacquarelli Symonds Agency has developed a list of indicators for the BRICS countries, namely eight indicators, since the international recognition of universities in the participating countries is steadily increasing: the share of faculty with an academic degree (10%); the share of faculty among students (20%); academic reputation (30%); the number of published articles per faculty member (10%); number of citations per published article (5%); proportion of foreign faculty members (2.5%); proportion of foreign students (2.5%) reputation among employers (20%). However, it is important to attract investments in general for the development and improvement of the higher education system. Thus, the following innovations in higher education are typical for the BRICS member countries: Development of international student programs: teacher training programs; education are typical for the BRICS member countries.

In 2023, Iran, Saudi Arabia, Egypt, the United Arab Emirates and Ethiopia received an official offer to join the BRICS in Johannesburg. The block covered new regions of the world – the Middle East and North Africa, which significantly increased financial, trade, economic, political, humanitarian, etc. the potentials of BRICS unification.

Conclusion

Today, the BRICS countries have begun to move beyond their subregions, starting to look for new external partners at the global level. Thus, among those invited to the BRICS summit in China were representatives of those countries that have nothing to do with the region of the chair country, as well as regional organizations of the global South (Egypt, Tajikistan, Mexico, Guinea and Thailand). As for India, today the country's positioning as not only a regional center of power, but also a global power is quite obvious. At this stage, the strategic lines of development of Russian universities are being seriously adjusted, and attracting foreign students for the purpose of teaching is becoming one of the prerogatives of modern Russian higher education.

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Пути развития высшего образования в странах БРИКС

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Аннотация

На современном этапе именно образование выступает мощным инструментом, обладающим весомым потенциалом для решения проблем, с которыми сталкивается человечество. Следовательно, в данной статье автор рассматривает процессы модернизации высшего образования в странах БРИКС. Одной из важнейших задач любой страны является подготовка высококвалифицированных специалистов и эффективное применение их опыта для осуществления качественных социальных и экономических преобразований в системе высшего образования в целом. Автор подчеркивает, что с внедрением инновационных образовательных механизмов в учебный процесс явилось основной причиной усиления научного интереса у молодежи к образованию. В то же время поднимается вопрос об укреплении конкурентоспособности рыночной экономики, развитию образования, науки, техники, медицины и IT-технологий. Подчеркивается, что на будущее и на международное положение стран БРИКС влияют различные факторы, в том числе уровень образования ее населения. Следовательно, дигитализация обучения на современном рынке образовательных услуг привела к необходимости по-новому взглянуть на высшее образование. Таким образом, основная цель работы - проанализировать нынешнее состояние высшей школы в странах БРИКС и рассмотреть возможные пути ее модернизации, в установлении и укреплении партнерских отношений в сфере образования, что, безусловно, гарантирует расширенные возможности для академических обменов как преподавателей, так и студентов.

Для цитирования в научных исследованиях

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Ключевые слова

Высшее образование, страны-участницы БРИКС, университеты, высшая школа, учебные заведения, студенческая мобильность, глобализация, развивающиеся страны

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