Changing Higher Education System

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Abstract: The relevance of the topic is beyond doubt, as it requires changes in the Higher Education system associated with many of its parameters. The purpose of the article is to improve the interaction indicators based on new paradigms of a modern democratic society development. General scientific methods of analysis, the deduction method and the economic method of research and search were used. Research studies of scientific works by well-known foreign and domestic scientists were conducted. The novelty of the study is that this is a multi-level process that includes development of international cooperation in the global information environment, a single educational space and the use of various innovative technologies and teaching methods.

1 INTRODUCTION

Future generations as future leaders, administrators, workers, voters, citizens and agents of change play an important role in building a more sustainable and responsible world. Their actions and behavior will determine the sustainability of the Earth and the human world in the coming decades. "The socio-economic processes taking place in Russia are called upon to solve many problems. Priority areas of economic growth in Russia are defined in national projects. One of the leading ones is the modernization of education" (Auzan, Maltsev, Kurdin, 2023). The quality of education is, first of all, the level of conditions created for students to study. Higher education faces the task of preparing a new level of personnel adequate to the challenges of the time. A set of requirements for the level of students preparedness is formulated in state educational standards. As a rule, the standard should provide sociometric characteristics that can be used to determine the level of preparedness of a graduate. "Such approach presupposes the availability of a material and technical base and a faculty capable of developing and implementing programs focused on the final result".

2 MATERIALS AND METHODS OF THE RESEARCH

This article presents the works of such foreign scientists as W.S. Ritter, K.D. Arrow, Moon D.V., and others, as well as domestic authors: I.M. Ilyinsky, Yu.G. Repyev, Sh.M. Munchaev, L.V. Bodicheva, E.Yu. Perova, D.A. Shtykhno, L.V. Konstantinova, and others. The theoretical and methodological basis for writing the article is a systems approach, which involves considering the problem in a comprehensive manner. When conducting the study, general scientific methods of analysis, inductive and deductive methods, as well as the economic method, on the basis of which the essential content of the issue is determined, were used. The article uses publications of famous economists, as well as articles

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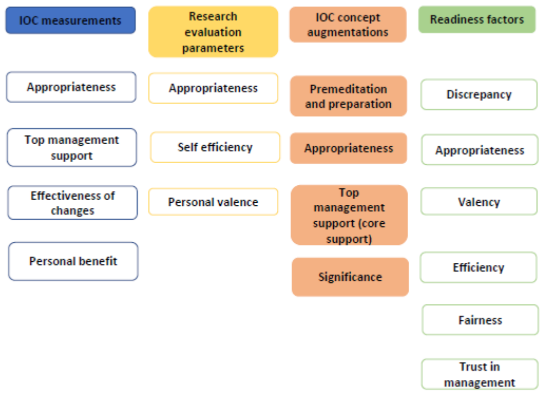
by specialists in the field of economics, education, psychology and sociology.

3 PROBLEM STATEMENT

As recognized in the 1972 Stockholm Declaration on the Human Environment, Education plays a significant role in this process due to its key mission to generate and transmit knowledge through research, teaching and dissemination. Ritter stated that "introduction of the concepts of ethics, sustainable development and corporate social responsibility (CSR) into lectures leads to corresponding improvements in students' ethical behavior and moral values"(Marshall, 1993). It must be emphasized that while regulation, standards and social norms contribute significantly to reducing risks of unethical and unsustainable behavior, teaching people responsibility while thinking and behaving is the most effective way to achieve sustainable goals. Some scholars (Moon, 2022) note that careful training of future leaders and managers is necessary for more effective transfer of ethical and sustainable practices into corporate culture and management systems. Finally, the UN 2030 Agenda recognizes the important role of higher education in achieving the Sustainable Development Goals (SDGs).

Thus, higher education institutions (HEIs) as transformative organizations can firmly contribute to building a more sustainable and fair world (Auzan, Maltsev, Kurdin, 2023) by shaping the ethical, responsible and sustainable consciousness of the future generation, raising public awareness of the consequences of unsustainable actions and addressing the current sustainability challenge that society faces (5). The introduction of sustainable curricula, courses or modules is certainly a first contribution that HEIs can make and have already made to raise the awareness of future generations of real social and environmental issues and to try to broaden their worldview. Limiting action to this approach is reductive and ineffective. A more holistic perspective which includes all areas, activities, values, structures, etc. of HEIs should take into account the contributions and knowledge from different fields of study and is to be followed. Challenges related to social responsibility and sustainability are to be addressed. This indicates that the more mature the integration of ethics, sustainability and social responsibility principles in a university as a whole is, the more effective will be its impact on students' ethical, sustainable and responsible behavior in the long term and the multiplier effect within the institution and between society (Baykova, Sukhomlinova, 2010; Borobov, 2014).

Before talking about improving (changing) the higher education system, it is necessary to analyze the possibility and readiness for change with subsequent conclusions. Most of the existing studies on the factors influencing the use of innovative teaching and learning technologies (ITLT) have focused on the attitude of users, socio-economic factors, characteristics of the technology, acceptance, deployment, implementation, awareness and technical aspects of the technology. A number of scholars have pointed out the importance of organizational change and ensuring readiness for change as a major focus in modern organizations, which becomes an essential management skill. This once again shows the real problem associated with the readiness of employees to accept changes due to the fact that changes are mostly managed reactively (Zhukov, 2001). However, a number of scholars have proposed a recipe of implementation strategies that can be used to improve the readiness of an organization to change. For example, some scholars argue that an individual's readiness to accept organizational change implies readiness for change. Readiness for change is considered an important factor in the success of change initiatives. Achieving a smooth transition depends on an appropriate level of change readiness both before and during the change process. On the other hand, attempts to implement change when readiness is low are likely to face resistance. The recognized importance of organizational change (IOC) has generated considerable interest in developing strategies to embed high levels of change readiness throughout the organization. These include individual factors that reflect individuals' confidence in the change, recognition of the need of problem solving, and agreement with the changes that individuals and the organization must make. Readiness for change has been studied in many works. They conceptualize change readiness in three dimensions, which are message factors (conformity, top management support, manager support, external valence, and interpersonal valence), facilitation strategies (participation, training), and outcome (information quality, benefits of outsourcing). Furthermore, the IOC measurement for individual-level factors has been systematically developed. The study identified the following four dimensions of IOC, namely: appropriateness, management support, change effectiveness, and personal usefulness. The study can be assessed using three parameters: appropriateness, self-efficiency, and personal valence. In addition, the concept of IOC was expanded using five dimensions: premeditation and preparation, appropriateness, management support for change (core support), change effectiveness, and significance. In addition, IOC has been examined using six readiness factors: discrepancy, appropriateness, valence, efficiency, fairness, and trust in management.



Drawing – 1 Six factors of readiness

This study empirically examines the readiness for change parameters in higher education. It is believed that readiness for change should be viewed as a multi-level variable through micro- and meso- level factors. Fewer studies have covered the change readiness through micro and meso level factors. The attention of scholars has been focused on the macro and micro levels, while the meso level is rarely studied. The meso level is “the level of inter-industry economic relations of enterprises and organizations in various fields and types of activities” (Wikipedia). Thus, the current study has added to this understudied area. Hence, this study included both micro and meso level factors as they can potentially enhance the predictive validity of the readiness for change models. The estimation results confirm that financial capital balance is a constraint for many entrepreneurial firms. In doing so, we examine the impact of higher education on entrepreneurial activity (Glushchenko, Glushchenko, Lebedev, 2005). It has been found that entrepreneurs with higher education run more productive firms than those without higher education. Next, we examine the underlying mechanisms and find that entrepreneurs with higher education are more likely to develop new products or services than those without higher education, and their innovations create more value on average. entrepreneurs with higher education are more likely to hire employees with higher education and to provide on-the-job training to their employees. This study contributes to the empirical literature on the role of human capital in entrepreneurial selection and performance. We summarize the literature on the relationship between education and entrepreneurial initiation and performance. Most previous studies have found that while the relationship between education and selection into entrepreneurship is mixed, the relationship between education and entrepreneurial performance is significantly positive, regardless of the performance measure used (e.g., survival, profit, firm growth, or income). The lack of human capital poses a significant obstacle to productivity growth and economic development. Examining firm-level data, we find that local human capital has a positive effect on both productivity and total factor productivity of firms, and that higher education of general managers increases TFP for foreign-invested firms.

Entrepreneurship, by definition, is "the process of effective combination of the necessary factors of production, consisting of human, physical, and information resources." Entrepreneurs must be therefore masters, that is, have at least a basic level of knowledge in many areas of business. However, in a highly specialized economy, entrepreneurs typically need specialized knowledge of their business, particularly the technologies in that business, to turn their ideas into reality. Developing new products or services pays off in the marketplace when specialization is combined with general knowledge of the tasks needed to produce them. "Thus, the ideal entrepreneur has both general knowledge and knowledge in a specialized area." (Brockhoff, Chakraberty, Hauschildt, 1999). In general, higher education provides entrepreneurs with knowledge and training in one or more specialized areas and can thus enhance entrepreneurial performance for two reasons (Ilyinsky, 2004). First, higher education enhances entrepreneurs' ability to perform the general tasks of finding and exploiting business opportunities. For example, it can enhance owners' entrepreneurial alertness - prepare them to identify specific opportunities invisible to other people - and influence their approaches to use opportunities. Higher education also prepares entrepreneurs for further education and helps to accumulate new knowledge and skills. Secondly, according to Arrow (Arrow, 1974), acting as a filter or screening function, higher education is useful for acquiring other useful resources, such as financial and physical capital.

4 DISCUSSIONS

Despite significant changes aimed at reorienting universities towards the sustainability agenda, their results show that economic frameworks and considerations appear to be more significant in decision-making than other factors, including social responsibility and sustainability.

In addition, universities see priorities in social factors, particularly, in the interests of external stakeholders, stating that social responsibility has moved farther than sustainability in the integration process. Some scholars have concluded that evident differences and discrepancies in perceptions may arise from disparate approaches to the implementation of social responsibility and sustainability in universities, and that one of the challenges for universities in the coming years will be to find ways to unify perceptions and strategies for the institutionalization of social responsibility, stating that social responsibility has moved farther than sustainability in the integration process

5 CONCLUSIONS

Russian higher education has big prospects. They are significant and great. Russia has the opportunity to take a leading position by 2040. 2040 is the threshold of the possible onset of technological singularity. Countries that do not have time to get into the group of leaders that exchange information to maintain their own status as leaders risk to fall behind for a very long time, if not forever. Global competition between countries for the future does not yet provide for charity; interaction is carried out within the framework of a competitive partnership - in the case of mutual interest, which can arise only in the case of possession of unique knowledge, specialists, technologies. It has been established that the development (change) of higher education is a multi-level process that includes the development of international cooperation of the global information environment, a single educational space and the use of various innovative technologies and teaching methods. The article examines the main areas of work to improve educational activities aimed at the interaction of new paradigms of modern society development.

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