EXPORT OF EDUCATIONAL SERVICES IN MODERN CONDITIONS: PROBLEMS AND PROSPECTS OF DEVELOPMENT

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Abstract. The world education system is changing rapidly in the context of a pandemic, an intensified conflict between globalization and isolation, and increasing integration and migration processes. The article identifies the major trends currently occurring in the global education services market. The online learning format places special demands on everyone involved in the educational process. The virtual educational environment has serious advantages while at the same time it complicates the process of forming a multicultural society.

Keywords: globalization, educational mobility, pandemic, export of educational services, educational environment, digital educational space, online learning, multicultural society.

The world education system is currently changing radically. The problem lies not only and not so much in the consequences of the COVID-19 pandemic. What experts and analysts unanimously and unquestioningly perceived as an "advantage" and an "opportunity" in the assessment of socio-economic systems was unexpectedly transformed into a "weakness" and a threat." The desire of the subjects of the world educational system for maximum openness at all its levels has resulted in the formation of a new socio-economic and political reality. This new reality is characterized by rapid, incomprehensible, often contradictory processes and trends.

The background sets a new geopolitical redistribution of the world. First of all, it is necessary to note the intensified confrontation between globalism and isolationism. A globalist society does not need an arbitrator in the person of the state. That is why isolationists are so fiercely resisting the transnational structures that are gaining strength. In addition, there is an active confrontation between states over resources, including human resources, spheres of influence and interests, and access to information. The echoes of this struggle are visible not only in specific geographical areas, regions, and territories. The confrontation smoothly flowed into the virtual environment, taking the form of cyber warfare [4]. The global social landscape reacts sharply every time to the increasing influence of the background aggressive external environment, and geopolitical turbulence.

The world economy is increasingly switching from the production of goods to the production of "ideas", intellectual products, and intellectual services. It has become

much more profitable to invest in the creation and development of an "idea" than in direct production, even of a technological nature. The globality and openness of the world community make it possible to repeatedly scale these "ideas" far beyond national borders and continents. Modern technologies and scientific developments make it possible to reduce the cost of the material production process as much as possible and place production facilities where it is most profitable. Financial flows of intellectual labor repeatedly overlap the budget of material production. Human intellectual capital has finally consolidated itself as the main resource of socioeconomic development. This means a widespread departure from the economy of "knowledge" to the economy of "opportunities, abilities, and skills".

It becomes clear that the growing financial and economic pressure of globalism on national interests has turned out to be excessive. The subjects of world politics do not want to put up with the label of "led" states, new contenders for leadership are desperately fighting for their place under the sun. Economic levers and mechanisms in the sphere of international relations are increasingly being used as the main tool of blackmail to achieve their national and foreign policy goals. Following the economic confrontation, the ideological one is becoming more and more active. Local and global conflicts arise on national, religious, or socio-cultural grounds. Armed conflicts accelerate migration processes to more prosperous regions and countries [1].

The socio-economic consequences of the pandemic are difficult to exaggerate. The existing chains of international production and trade ties have been cut off, many have ceased to exist. Entire economic sectors have suffered at the international, national, and regional levels. The solvency and social activity of the population have fallen.

The global labor market, in this regard, is also changing. The labor "specialization" of the countries has intensified even more. Material production has become established as the main labor function in countries whose socio-economic development rating leaves much to be desired. These countries are the main supplier of cheap labor. At the individual level, the professional motivation of an individual depends on the conjuncture of the labor market of the region. Priority is given to professions related to the provision of medical, creative, and financial services, focused on quick income generation and assuming a remote nature of work [2].

The prestige of working professions has only just begun to increase, thanks to the support of the state. The professional map of the world community also changes its contours and content. The main competitive professional quality, even for a highly qualified specialist, is the ability to change, learn new skills, and retrain professionally. Tension and competition between the age categories of the able-bodied population are growing. Let's note another factor that can dramatically affect the development of the

labor market – artificial intelligence, the creation of which will largely displace a person in many labor functions.

In these conditions, there is an ever-increasing increase in demand for quality education from representatives of developing countries. It's no secret that the leading economic powers are the customer, developer of education standards, organizer, and consumer of the final product. By attracting and selecting the most promising and successful candidates, the leading states monetize the needs of a person in education in their favor, creating the most favorable conditions for benefiting from the subsequent active economic activity of an individual, while forming a loyal member of their society.

Global socio-economic, financial, geopolitical, and medical problems have an extremely negative impact on the development of the global education system. Existing research and educational cooperation programs (including international ones) are being curtailed, frozen, and postponed indefinitely. Educational plans of educational institutions are being reviewed, or they are being abandoned altogether. The pandemic has turned foreign students into a potentially dangerous category of the population. Along with the closure of national borders, educational migration is fading, which serves as the basis for the export of educational services.

All participants of the global educational services export market were in the "risk zone" of the negative consequences of the pandemic: countries (both suppliers of students and suppliers of educational products), universities, employees, and, of course, students. The systemic global crisis and pandemic will make adjustments to the distribution of geographical flows of educational migration. Leading universities – world leaders in the representation of foreign students - are waiting for their outflow.

According to expert analysts, the main task of educational institutions is not to attract new applicants, but to preserve the existing number of students. Students themselves will choose safer, and, most importantly, cheaper options for obtaining a prestigious education. This will be facilitated by reducing the budgets of educational organizations and reducing the cost of educational products. Some of the potential students may even abandon their initial plans to get an education. The inevitable and one of the most significant consequences was the change in the forms of educational mobility of both students and teaching staff. Online learning is now perceived in society almost as a panacea that saves education from the crisis. The course for the implementation of the online format was taken by all participants of the educational process. On the one hand, educational resources have become available to everyone from anywhere in the world, while many residents of developing countries have limited technical capabilities. "Digital inequality" will play a crucial role in the distribution of educational resources and educational prospects [3].

The unified world educational space turned out to be not so integral in fact. The proclaimed humanistic guidelines, common standards, and common values of education have not found real embodiment in the process of creating a tolerant society. The fragility and artificiality of the idea of forming a general cultural social space manifested itself for several reasons. Society was not ready for a real massive interaction with representatives of another culture. Hence the indignation of the local population by non-compliance with the rules and norms of behavior by migrants, violation of public order, and illegal behavior. It is only necessary to cite the recent extremely ambiguous statement of the Austrian Chancellor after the terrorist attack in Vienna (at the highest state level!): the attack in Vienna is "not a conflict between Christians and Muslims or between Austrians and migrants. No, this is a struggle between a large number of people who believe in peace and those who want war. This is a struggle between civilization and barbarism, and we will fight this struggle with all determination. The subjects of intersocial and intercultural interaction turned out to be focused on achieving purely their own, pragmatic goals. Migrants are not attracted by the prospect of familiarizing themselves with another culture and forming a new system of values. First of all, they are aimed at obtaining financial benefits and privileges in the new society, while preserving national and cultural patterns of behavior and life surrounded by their kind. The "tolerant" and "politically correct" society of developed countries has revealed its heterogeneity both about migrants and within itself. Conflicts suddenly broke out between different social, national, and cultural strata and groups of the population (up to armed clashes on racial grounds). As a result, the active use of the system of double standards in all spheres of public life. The society was "tolerant", but not multicultural. The socio-cultural identity of a particular individual turned out to be resistant to the short-term impact of the cultural and educational environment of the migration region. To smooth out the unfavorable moments that arise in the process of adaptation to new socio-cultural conditions, migrants are consolidated into groups based on cultural, historical, national, and religious characteristics. This makes it possible not only to successfully overcome the difficulties of adaptation but also to preserve cultural and historical features of behavior, selectively absorbing elements of a new socio-cultural environment [5].

The problems of the global socio-cultural and educational space are projected at the level of each educational institution, each university. None of the subjects of the educational process was ready for such a turn and development of events. It is difficult to blame schools or higher education institutions for not being ready to study in a pandemic when national education systems themselves are under threat. Let's say more, the traditional model, which seemed to be the basis of education in most states, is under great question.

Only leading universities will be able to find support from the state. Firstly, the lack of state funding for programs related to the education of foreigners will put an end to the profitable article of university budgets. Secondly, many educational institutions will urgently have to solve the problem of the level of technological effectiveness of their activities. To organize distance learning not only for foreign, but also for domestic students, it is necessary to create, improve, and introduce sufficient technological support for the educational process. We are talking about technical, software, methodological, and personnel resources. Reducing the vulnerability of universities depends on the effectiveness of their administrative policy, as well as on the creation of a system of state support for higher education.

Otherwise, universities risk being unclaimed, an "extra" link in the chain of implementation of educational services. There are prerequisites for this: students have the right to choose a cheaper educational product among universities, online universities, and courses of private teachers. In addition, the lack of perspective, motivation, or even jobs will force the most active members of the teaching staff to look for the best options. According to some evidence, teachers of the world's leading universities continue to collect full houses in their classes, only privately and without administrative financial costs. Thus, the global education system is in a state of uncertainty. For any significant conclusions, forecasts, and strategic initiatives, there is simply not enough information [The tasks of exporting Russian education]. Even predicting the end of the pandemic is difficult, not to mention accurate and realistic forecasts of the development of the educational system and the return to the "new normality". One thing is clear, this "new normality" will differ significantly from the pre-crisis period. Probably, we are waiting for changes in the system of international university rankings, forms of educational mobility, and directions of global educational flows. The competition for human resources will only intensify [6].

The undoubted advantages of the distance learning format negate the economic and social multiplicative effect of the educational service, the receipt of which has a complex impact both on the socio-cultural space of the service provider country and on the student's environment. The service provider does not receive additional financial benefits from the student's accommodation, household, and personal expenses. There is no full-fledged process of inculturation, there is no direct dialogue of cultures between a foreign student and his environment.

The possibilities of a foreign citizen to perceive a new system of values over time and thereby become involved in the political, social, labor, economic, and cultural mechanisms of social development are severely limited. Without the inclusion of the student's personality in the socio-educational environment, it is difficult to realize the idea of forming a multicultural society. To indicate the guidelines for the exit of modern education from the state of uncertainty, universities need to do multilateral and

consistent work. The restoration (for most Russian universities – the creation) of the export attractiveness of educational services depends on complex strategic and operational decisions of the administration of educational institutions, regions, and the state. As a result, all these efforts should be aimed at creating a unique high-quality educational product, a system of measures to promote it, and favorable conditions for its implementation both in the sociocultural and digital educational space of the region.

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