Educational Migration of International Students: Axiological Aspect of the Educational Process

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ABSTRACT

The urgency of research is caused by the transformation processes of educational migration of international students, by which today the prestige of universities in the global higher education market is estimated. Rethinking the axiological foundations of socio-cultural content of educational migration as the priority resource for extraction of economic profit from the process of educational services' provision for international students, requires theoretical and methodological correction. In this regard, priority attention in this article is devoted to justification of axiological approach to the educational migration of international students in the educational process of higher education institution performing the functions of the intercultural corridor, i.e. a neutral space, relieving the contradiction of interacting cultures. A leading research method is a simulation method allowing to justify axiological approach to the structure and content of the educational migration of international students in the educational process of the University and to rethink its value base. The article reveals modern discourse of the concept of "educational migration of international students"; defines the features of the axiological approach to the educational migration of international students in the educational process of the University; on the basis of the results of the study substantiates the educational – methodical complex of the realization of the axiological approach to the educational migration of international students in the educational process of the University. The study proves productivity of the complex identified using the criteria of formation: conditions of safe educational environment of the University; openness of the educational process; the willingness of the students to the changing of cultural priorities, to the choice of social and cultural and value alternatives, to intercultural interaction, cultural identity, projecting of values of personal, social and professional consolidation. The paper can be useful to teachers of universities working with international students, educationists, curators, tutors.

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Introduction

The relevance of the research problem. A distinctive feature of the educational process of modern universities in terms of intensification of educational migration is the training of international students - future intellectually developed, creative professionals, focused on self-organization and self-development, able to create scientific development, enriching the intellectual resource of the world's economies of a new type. In the course of the study it is established that in the current international contacts, many countries consider educational migration as an element of its foreign policy aimed at strengthening of economic, cultural and political influence in the world. In addition, the provision of educational services is becoming an important export, cost effective, industries for countries with a leading position in the international market. The trends identified are confirmed by the experts' assessments: total revenues of the international education market exceeds $ 100 billion of the United States, and the total number of foreigners, traveling annually with various educational goals abroad exceeds 5 million people (Report on international migration of United Nations population Division, 2012). At present, the greatest amount of educational services to international students is given by higher educational institutions of the USA, UK, Austria, Germany, and France. Universities of these States form and coordinate the flows of international educational migration, subordinating them to their own goals, focused on pragmatic results: economic profit; improvement of the demographic and labor structure of society due to the influx of educated young people of reproductive age; getting of new citizens integrated into society through the educational system.

Such an approach to University training of international students in the reports of the Organization for economic cooperation and development (OECD) is defined as the formation of a "tertiary market" of higher education (Education at a Glance: OECD Indicators. 2011). The results of the study confirm the occurrence regularity in the "tertiary market" of contradictions between the consumers of such educational services and their producers. Statistics OECD: during 9 years (2000 – 2009) the share of international students who chose USA for higher education getting has decreased from 23% to 18%. Also the number of international students in Germany till 2% and 1% in the UK decreased. There was an increase in the number of international students till 2% in Australia, New Zealand and Russia (Education at a Glance: OECD Indicators. 2011). The data obtained in the course of the study suggests that the main reason for the declination in flow of international students in branded universities is the discrepancy of interests of students focused on educational values and economic interests of universities, targeting on students as a resource, making a profit (Arefyev, 2007). These trends necessitate new approaches using to solve problems in educational migration of international students in the educational process of the University. In this regard, the study proves the theoretical and practical significance of the correction in the current direction of the educational migration of international students through the realization of value bases of educational process of the University. In this respect, an important aspect is the development of scientific and methodical foundations of the axiological approach to the educational migration of international students (Shpet, 2014). But these questions in educational practice of universities to date remain poorly organized, poorly developed. Moreover, because of the lack of axiological bases of the

process of educational migration of international students in the mass practice of universities it is identified with the process of adaptation (Fursa, 2012). So talking about a holistic and systematized understanding of the problem in the educational activities of universities is yet premature. Urgent attention from the side of researchers today deserves elaboration of the theoretical – methodical basis of the axiological approach to the educational migration of international students in the educational process of the University and creation on this basis of practice-oriented educational complex.

The solution to this problem defines the purpose of the study.

Literature Review

The essence of the concept of "educational migration of international students

In the social and humanitarian work educational migration of students is used as a natural socio-cultural process, characterizing the state of development of higher education in the world. It is established that the discourse of this concept hasn't sufficiently clear definition. Most authors (Arefyev, 2007; Fursa, 2012; Shpet, 2014) examine it in the economic, demographic and sociological aspects. Within the boundaries of this pedagogical research educational migration is seen as educational activities of students enrolled in undergraduate and graduate curricula in a foreign University on the basis of generally accepted norms and rules of international educational activities.

Alternative approaches to the study of research problems

Axiological basis of this research is the work of E. Giddens (2004) who proved that the waves of migration, giving rise to social problems, in most cases, change the cultural space: the inevitable transformation of local cultures (incorporation of foreign culture elements, the interpretation of cultural forms) on the one hand, shortage of human resources that detect the gap between the economically developed and underdeveloped or hostile regions on the other. Poly-style of cultural forms, values, norms, behavioral imperatives – the manner of goal-setting suggests the occurrence of cross-cultural corridors, i.e. a neutral space, relieving the contradiction of interacting cultures. This role belongs to the educational process of the University, focused on the diversity of styles and methods of presentation and interpretation. As a result the migration processes, in his opinion, form new cultural areas within the educational space, which have to adapt to external zones. The works of sociologists and social psychologists of the modern English school give to the phenomenon of educational migration characteristics "of the tertiary education market (Crane, 2002; Robertson, 2003; Madsen, 1993; Wimmer, 2008). Here it is possible to allocate following basic aspects of the advantages of this market:

1) getting of income from sales of paid educational services to international students, from supporting industries – food, accommodation, transport, educational literature, culture, etc.;

2) the improvement of the age structure of the population at the expense of coming with educational goals young people of reproductive age;

3) getting of new citizens integrated into society, who received their citizenship by the most favorable way through the education system.

In contemporary Russian psychological – pedagogical literature (Arefyev, 2007; Fursa, 2012; Shpet, 2014) current problems of educational migration of international students in the educational process of the University are determined by the solution of problems of socio-cultural and socio – professional training in a safe educational process of the University, intercultural partnerships and adaptation to the values of society. Many researchers (Ivanova, 2001) on the basis of the conducted researches and obtained results analyze the state of educational migration in different ethnic groups of students indicating cultural and national peculiarities of pedagogical work with them. Another group of authors pays special attention to the problems of formation of intercultural interaction of students in educational process of the University (Annamuradova, 2013; Dementyeva, 2008). To date, the special significance belongs to research, due to the educational imperatives of migration through the implementation of values, value orientations, ideals, national and religious traditions of international students as a leading strategy of the educational process (Gladush, Trofimova & Filippov, 2008).

The structure and content of this study justify the theoretical and methodical basis of the axiological approach to redefining of the goals of the educational migration of international students in the educational process of the University. The results obtained can be used as the value basis of adaptation of international students to the educational environment of the University to future professional activities, to the linguistic and cultural peculiarities of society and the people representing it.

Results

The contemporary discourse of educational migration of international students

The study finds that the first definition of migration as "the permanent or temporary change of residence of the person", refers to the nineteenth century (Ravenstein, 1885). On the example of resettlement processes of X1X century (UK and North America) E.G. Ravenstein (1885) made up eleven principles of migration which are successfully used today as by practical workers in higher education and so by the scientists. In the course of the study as a baseline we used the following five principles of Ravenstein:

1. The highest number of migration is over short distances.

2. Each flow of migration naturally follows a similar contra-flow.

3. The larger the region, the center, the more attractive is it.

4. The population growth of major cities largely depends on the size of migration flows, rather than on its natural growth.

5. The development of industry, trade and transport infrastructure significantly increases the scale of migration.

Theoretical and practical importance is established for studies of educational mobility of University students, the theory of three-steps of migration process (Rybakovsky, 2005), which understands migration's essence as an object of management. According to this theory, the migration process consists of the following stages:

1. The initial (preparatory) stage. It is the process of formation of territorial mobility of the population.

2. Main stage. The resettlement process, the process of migration of the population.

3. The final stage. Its essence lies in the "survival" of migrants.

In accordance with the theory of L.L. Rybakovsky (2005) in the study, the validity of the following typology of types is proved for the modern flows of educational migration of university students:

1) on the basis of geographical location. We are talking about external and internal migration. External- international migration. Internal – those migration processes that occur within the state. External migration is divided into two classes: Intercontinental and intra-continental. Within this typology it is possible to distinguish the migration of two levels: interstate and interregional. Кроме этого, в рамках внешней миграции были установлены ее основные виды: In addition, in the framework of external migration its main types were established:

- emigration (leaving the country);

- immigration (entering another country);

- re-emigration (return of emigrants);

- repatriation (return to the country with which the person, associates his or her origin);

2) on the basis of gender, age, ethnicity, family, education, job characteristics. This type includes following types:

— family migration – moving of the entire family for permanent residence in another country;

— migration of the population able to work in another country in order to perform activities associated with the receipt of income in that country;

— highly skilled population's migration – this can be migration for educational purposes, and to assist in the development of certain regions of the underdeveloped countries;

— ethnic migration – the migration of persons with a shared ethnic self-identity;

— prerequisites for the higher education getting by masters, bachelors and specialists;

— academic migration – advanced format of migration flows of academic migration, which includes, in addition to students, postgraduates, doctoral students, teachers, enhancing their skills through educational projects.

In accordance with this typology of migration the migrants are as University students going abroad for educational purposes, and so the staff of the universities;

3) according the duration of stay. There are two main types: the return (temporary) and permanent (constant). Temporary migration is divided into short-term (the period of stay is less than a year) and long term (for a period of more than a year). Short-term migration is usually characterized by regularity and irregularity. The most popular with students are "pendulum" forms of regular migration, the essence of which lies in the education getting by student

not at the location of the University or permanent residence, but remotely and during examination sessions in other cities;

4) according to the characteristics of educational goals. During research the features of interaction of educational, socio-cultural, professional, intellectual, economic (employment and commercial) educational migration types of international students are established on the basis of the educational values of the University.

Features of the axiological approach to the educational migration of international students

The study finds that the essence of axiological approach to the educational migration of international students, determined by the resources of the educational process is to create comfortable, personal and safe environment for education and comprehensive development. Peculiarities of foreign students' attitude to the process of entering into this environment and personally significant stages in the adoption of its social and cultural values are defined:

— the first step. Autonomy. Manifested in the form of personal mimicry, the adjustment to the conditions of the new society. Students get involved into social processes, in accordance with existing norms of behavior. At the same time they preserve their own cultural identity and demonstrate the failure values of the new society. There is no equal development of cultures coming into contact – the students remain isolated from the influence of the dominant society;

— the second stage. Assimilation. A gradual process of awareness of the inappropriateness of overt behavior and rejection of the values of the educational process and of the new society, understanding of such behavior as a sign of bad manners. At this stage, there are changes of the cultural foundations of the student. In active interaction and inter-coordination of international students, teachers and students of the University productive basis appears for dialogue of cultures;

— step three. Integration. It is the result of the consolidation of cultural and moral values in the educational process and interacting with it the culture of an international student. Integration contributes to the development of the cultural identification of students with new values, through the preservation of their own ethnic and cultural affiliation. As a result of integration, the basic core of the individual student changes (see table 1), radically changing the patterns of traditional values on the values of the new environment. Without disturbing the integrity of cultural background, patterns allow you to reach the level of intercultural interaction based on universal values. The students have the ability to identify themselves with the values of the educational process as a micro model of a new culture, their minds is opened to new meanings and values of the environment.

Table 1. The structure of the underlying components of the individual of international student

Basic components	The contents
Component 1 Strucutre of personal culture	Thinking, emotional and volitional indicators, values and value orientations, knowledge, experience, tradition, norms

Component 2 Personal qualities	Psychological, cognitive, behavioral, activities
Component 3 Abilities, skills and methods of activities	1. A target – people, interpersonal role. 2. The object of the activities-managerial roles, decision-making. 3. Object of use – information, information roles.

Educational – methodical complex of the realization of the axiological approach to the educational migration of international students in the educational process of the University

The study proves that the axiological approach – an innovative direction in the organization of educational process of international students, which prioritizes is the goal of identity formation as a citizen of one's country, a competent professional, prepared for use in its activities of cultural patterns and norms of life at any level, degree of difficulty; advancing existing level of development of society; able to tolerant cooperation with representatives of other cultures.

Orientation of the educational process of the University on the axiological approach involves the solution of important tasks to transform the structure, content, technologies, and criteria of quality of training of international students. The study substantiates the model of the educational – methodical complex for the solution of identified problems:

— correction of the specialist's model taking into account new requirements to the qualifications and competences of international students on the basis of the principles of axiological approach;

— the use of the provisions of international standards on the requirements for the projecting and implementation of common cultural and professional competences in the model of the specialist;

— updating of curricula and educational programs for international students using culture-forming training modules;

— development and implementation of innovative technologies on the basis of the axiological approach, reflecting the essence of the research, project, practice-oriented academic activities of international students;

— implementation of criteria to assess the quality: conditions of safe educational environment of the University; openness of the educational process; international students' mastered knowledge (their completeness, consistency, integrity, creativity) and competences: readiness of students to the changing cultural priorities; selection of social and cultural value alternatives; intercultural communication; cultural self-identity; projecting of values of personal, social and professional integration (see table 2).

The study substantiates the attainability of the set objectives, since the substantive content of the educational-methodical complex not only a perfect system of storage, accumulation, consolidation, transformation of axiological values, but a universal way to ensure culture continuity of these values, in which the personal form of culture is constantly evolving and creates the subject and the new subject requires you to update personal. In this continuous dynamic

process the identity is transforming in a competent expert, a "person of culture", through which the process of educational migration of international students is improved socially and normalized.

Table 2. The structure of educational-methodical complex of the realization of the axiological approach

№ п/п	Training modules	Serialization of the projecting of the training module	The stages of construction of project technologies	Intellectual skills	Evaluation criteria of the quality
1.	Bachelor of				
1.1	Cycle of humanitarian and social disciplines	- Each module involves a detailed description of the activity didactic purposes, confirmed by the content of the studied material and project types of tasks	Phase I – pre-project. Introduction of students in the project. Includes characteristic steps: diagnosis, problem putting, goal setting, conceptualization, the formation of the project, its prior socialization.	- The analysis, conclusions; - The proposing, formulation and development of hypotheses;	- Conditions for safe educational environment of the University;
1.2	The cycle of economic, organization and management subjects		Stage II – project implementation. Includes the following steps: a) each project step is defined by the logic of the creation or transformation of the object of projecting and should be correlated with specific tasks in accordance with the plan (curricula); b) the project participants must know from whom they can obtain advice or assistance while performing the task;	- Establishing and creating, finding analogies, metaphors;	- The openness of the educational process;
1.3	Cycle of natural-scientific and mathematical disciplines	- The content of the material being studied is the completed unit of learning material, supplemented by methodological developments and knowledge control system, allowing quickly to adjust the learning process. The module meets the standard of creativity training	c) mandatory condition – the presence of feedback of participants, teachers and experts; d) the presence of objective mid-term evaluation of results and correction on this basis the progress of the project; d) inclusion in the projecting stage of the procedure of testing of the product; (e) public sounding of presentation.	- Activation of previously acquired knowledge; - Activation of causal relations:	- Knowledge: completeness, consistency, integrity;
1.4	Cycle of General professional disciplines		Stage III – reflexive and post-project. Includes two procedures: the examination and reflection. The examination is conducted: a) on the basis of the involvement of independent experts; b) in the self-evaluation of project results according to the chosen criteria; c) in the course of reflections on the success and	- analysis of the significance; - comparison; - mapping; - opposition; - application in the real	- Competences: the students ' readiness to change cultural priorities; the choice of alternatives of socio-cultural values; inter-
1.5	Cycle of disciplines areas of training	- Training modules as didactic constructs are based on General and specific principles (modularity, structuring,	integrity of projecting as a joint activity, including its purpose, content, forms, methods of implementation; g) in the course of reflection about the projecting of process, built according to certain rules.	world; - the counterargument; - evaluation and its accuracy;	cultural interaction; inter-cultural identity; projecting of personal values, social and
1.6	Cycle of special disciplines	dynamism, flexibility, parity, feedback, conscious perspective)		- synthesis of ideas; - study of other points of view.	professional integration.
1.7	Electives				

Discussion

The results of the study confirm the hypothesis that the problem of the value foundations of socio-cultural content of educational migration in the educational process of the University is one of those problems which is priority and in demand by educational practice. This trend is due to the influence of the modern picture of the world changing under the influence of the global challenges of migration processes and from new positions revealing the peculiarities of this process, requiring rapid, creative and effective solutions by all entities of educational activity. In this respect, an important aspect is becoming a rethinking of the essential foundations of the educational process of the University, transforming under the influence of global ideas of migration processes into a profitable resource for extraction of economic dividends from the process of provision of educational services to international students. This trend requires theoretical and methodological correction. In this regard, priority attention in this paper is devoted to justification of axiological approach to the educational migration of international students in the educational process of the University and the development of educational and methodical complex of implementation of this approach. The study proves the productivity of the identified complex using the criteria of formation: conditions of safe educational environment of the University ("before" experiment – 15% of positive answers, "after" experiment – 78%); openness of the educational process ("before" experiment – 3% of positive responses, "after" experiment - 56%); the readiness of the students to the changing of cultural priorities, before experiment - 0.5% of positive answers, "after" experiment – 45%); selection of social and cultural and value alternatives ("before" experiment - 1.5% of positive response, "after" experiment – 50%); intercultural interaction ("before" experiment – 25% of positive answers, "after" experiment – 67%); cultural self-identity ("before" experiment - 12% of positive answers, "after" experiment – 75%); projecting of personal, social and professional consolidation values ("before" experiment – 1% of positive answers, "after" experiment – 25%).

Conclusion

This study confirms the theoretical and practical significance of the research problem as promising innovative direction in the rethinking of educational migration of international students through the implementation of the axiological content of the educational process of the University. Based on the axiological structure and content of the educational process, clarification is made in the discourse of the concept of "educational migration of international students"; the structure and content of the axiological approach to the educational migration of international students in the educational process of the University are defined; on the basis of the results of the study the educational – methodical complex of the realization of the axiological approach to the educational migration of international students in the educational process of the University is substantiated. Productivity of the complex identified is proven using the criteria of formation: conditions of safe educational environment of the University; openness of the educational process; the readiness of the students to

the changing of cultural priorities, choice of social and cultural and value alternatives, intercultural interaction, cultural self-identity, projecting of values of personal, social and professional consolidation. This problem as a research direction is not exhausted by the solution of the goal. In its potential there are available resources, useful for improving of the training of teachers working with international students.

Disclosure statement

No potential conflict of interest was reported by the authors.

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