

- налаживанию деловых, торгово-экономических связей с зарубежными партнерами;
- созданию новых рабочих мест и как следствие — снижение безработицы, уменьшение социального напряжения;
- сохранению высококвалифицированных кадров и, как следствие, недопущению «утечки мозгов» из страны;
- повышению уровня образования населения;
- развитию эколого-ориентированных производств, а также снижению вероятности возникновения техногенных аварий за счет модернизации предприятий, характеризующихся высокой степенью износа основных фондов;
- сохранению земельных, сырьевых, водных ресурсов страны ввиду того, что создание объектов интеллектуальной собственности не несет угрозы для окружающей среды.

Таким образом, получение максимального вознаграждения не является главной целью развития МЛТ. Большую значимость имеет возможность выполнения приоритетных направлений развития страны, а также решения существующих проблем развития национальной экономики.

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INTERNATIONAL STUDENT MOBILITY AS A FACTOR OF INCREASING THE COMPETITIVENESS OF EDUCATIONAL SERVICES IN THE BRICS COUNTRIES

Today competition among countries shifts to educational and scientific spheres which become of strategic importance for the economic growth and the development of human potential. The BRICS group is an attempt to unite the countries in a pragmatic way to work out political alternatives and to increase your own role in the global economy. All the BRICS countries, both emerging and newly industrialized, are distinguished by big, rapidly growing economies and a considerable influence on regional and global markets; all the five BRICS countries are G-20 members. In 2013 the five BRICS countries accounted for almost 3 billion people which is around one third of the world's surface, 15 % of the world's economy and 13 % of the international trade. These countries have a very high economic potential and, according to the leading analysts, they could become a dominant economic system with 44 % of the world GDP. These countries could have become a dominant economic system thanks to rapid growth rate, powerful domestic markets and the use of innovations.

The BRICS countries are also attractive for foreign students. Russia (it occupied the 6th place in 2012) and China (9th place) attracted 4 % and 2 % of foreign students in comparison with OECD countries. Nevertheless, while the BRICS countries send most part of their students to OECD countries, it's mainly students from neighboring countries with whom they have common language and territorial borders that come to their countries. Russia and South Africa, in particular, are huge regional centers that accept students from neighboring countries. It is important to say that student exchanges between the BRICS countries are really developed which can be proved by the enrollment of several thousands of Chinese and Indian students to Russian universities.

Today we can name the following main trends of international student mobility: Commercialization of international student mobility; The increase in mobility of bachelors as opposed to masters and Ph.D candidates; The growth of international mobility is a political priority in Europe; Geographical expansion of student mobility (Malaysia, Singapore, China, Hong Kong); Increase in national scholarship programs (Brasil, China).

It all contributes to big changes in the international educational space.

The key task for the BRICS countries is to form the government policy which makes it possible for the higher education system to meet the growing demand and at the same time to provide high level of education for students from different social groups. The BRICS group experience shows that the growing mobility of students both on the regional and the global level stresses the need of national standards unification in higher education.

Globalization of educational services results in the formation of single educational standards which, in its turn, will contribute to the mobility of students and teachers. Russia could have played an important role in this situation as it has significant experience and level of education. However, the problem of increasing Russia's competitiveness in the world market of educational services is not only from the point of view of educational services but also from the point of view of the protection of its domestic market from excessive expansion of other countries's educational services.

The economic development of education in the BRICS countries, its geographic expansion will change in the future the structure of the international market of educational services, will produce new world centers of education suppliers and qualified staff. In this sense Russia and other BRICS countries can unite their efforts to improve national educational systems and economics.