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### **РАЗЛИЧНЫЕ ПОДХОДЫ ЗАПАДНЫХ СТРАН ПО УВЕЛИЧЕНИЮ КОЛИЧЕСТВА ИНОСТРАННЫХ СТУДЕНТОВ\***

*Аннотация.* Работа посвящена анализу современных тенденций развития мирового рынка образовательных услуг, который является важной и активно развивающейся отраслью мировой экономики. Авторы рассматривают различные подходы западных стран к увеличению числа иностранных студентов, а также текущие проблемы международного образования, причины и факторы, которые препятствуют полному качественному развитию экспортного направления образовательных услуг.

*Ключевые слова:* образование, образовательная услуга, рынок образовательных услуг, экспорт образовательных услуг.

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### **THE DIFFERENT APPROACHES OF WESTERN COUNTRIES TO INCREASE THE NUMBER OF FOREIGN STUDENTS\*\***

*Abstract.* The work is devoted to the analysis of modern trends in the development of the world market of educational services, which is an important and actively developing branch of the world economy. The authors consider various approaches of Western countries to increase the number of foreign students, as well as the current problems of international education, the causes and factors that impede the full quality development of the export direction of educational services.

*Keywords:* education, educational service, world market of educational services, export of educational services.

Every year competition in the world market of educational services grows.

The increase in the share of foreign students in Russian universities may have various problems associated with a set of factors socio-cultural environment (educational, cultural, social and political). To address these problems, there are different approaches that need to be explored and analyzed [1].

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The purpose of this article is to analyze foreign experience in increasing foreign students.

#### Canada

The brand of Canadian education is of paramount importance to students and their parents as well as school administrators. Although Canadian education is under regional jurisdiction, the promotion of the national brand of education has become one of the primary tasks of the government [2].

A study of international organizations in this area shows that the most successful foreign schools have close links with Canadian educational organizations. Such connections provide educational and methodical support of the educational process, integration of Canadian style of teaching and pedagogy. Students from overseas schools investing heavily in innovative programs, after-school programs, student leadership, travel and academic exchanges are more integrated into Canadian society and speak good English. As a rule, graduates of such schools speak two languages, have a high level of cross-cultural competencies and are ready to enter Canadian universities. There is participation in public events organized by the government and consulates of Canada abroad increase confidence in the eyes of students and their parents [3].

Canadian educational institutions are encouraged to organize joint recruitment companies, which allow involving a large audience of potential students. Advertising Canada as the best place to live should be the main focus in recruiting applicants. Canada should be associated with multi-culturalism, personal security, accessibility, and a friendly migration policy. Spring is the best time for recruiting students and implementing recruitment strategies for student's twelfth grade graduating, and students of the eleventh class, who begin to plan their education in universities. The preparation and publication of promotional leaflets are respectful in the local language, as are the documents and application forms to be filled in by applicants [4].

Canada's experience is one of the best national practices to expand the export of educational services. The government's attention to the problems of educational institutions attracting foreign students, analysis of the current state of education exports and support of Canadian educational institutions are examples of joint actions at the Federal and institutional levels to attract foreign students [5].

#### Britain

In the context of growing competition in the international educational market, the government of Great Britain and Northern Ireland has developed a new concept of action to attract foreign citizens to study, which is possible to increase the number of foreign students in British universities by 15-20% by 2018 [5].

In attracting talented students to the UK special role is played by programs of the International Association for the exchange of students for practical training (International Association for the Exchange of Students for Technical Experience, IAESTE). The organization is an independent, actively cooperating with UNESCO, ECOSOC, UNIDO, International labor organization. Students and postgraduates under the age of 32, who speak a foreign language, as a rule, English, can take part in exchange programs [6].

More than 90 countries participate in the program. The duration of practical training within IAESTE can be from 1.5 months to a year or more. In 2011, 120 foreign students from non — EU countries arrived in the United Kingdom as part of the IAESTE exchange programs, and in 2012-111 people [7].

Special attention is paid to the development of cooperation between the UK and China. One of such joint state initiatives is the program «United Kingdom-China: partnership in education» (UK-China Partners in Education, UKCPIE), which is one of the largest forms of cooperation between the two countries in the field of Stem-disciplines, business and Finance through the development of academic mobility of students and young researchers in the framework of joint research projects [8,21].

In addition, the British Government attaches to the sustainable development of cooperation in the field of education with India. To this end, the United Kingdom — India: education and research initiative (UK-India Education and Research Initiative) intergovernmental programmer was launched in April 2006. Its main goals are cooperation in the field of education, partnership in the field of innovation, bilateral academic mobility. Since the launch of the joint initiative, more than a thousand partnership agreements have been signed and more than 25 thousand have been implemented. Academic exchanges, more than 35 million young people were able to take advantage of various training programs [9]. The progress made in 2010 allowed to sign a new agreement on the continuation of the project [20].

Thus, the policy of granting scholarships, initiation and financing of bilateral projects with foreign countries, the financial costs of such measures, obviously, have and will have a significant impact on attracting foreign students from the priority countries of admission and exceed the income from the export of education in the UK [10].

### Germany

The Federal Republic of Germany is one of the most popular countries for foreign students, along with Australia, the UK, the USA, France and Japan. Student migration here is the main share of the total immigration of third country nationals.

Germany also contributes to the internationalization of the activities of German universities, as well as the creation of appropriate legal framework, activities that improve the popularity of the country for the training of foreign students [19].

Another important area of work is the preservation of stay in the country after graduation of foreign graduates as qualified personnel for the German labor market. International students are considered to be an important resource that could alleviate the shortage of highly educated professionals that exists in some industries and regions and tends to increase in the future because of the demographic situation [17].

In recent years, some articles in the legal framework have been changed, which are aimed, first, at the development of greater mobility of foreign students and, secondly, at improving access to the German labor market of foreign graduates. In the context of the policy debate on easier access to the labor market and the Green card initiative, 2 foreign students were identified as future skilled workers in 2000. In order to facilitate the employment of graduates of foreign universities, the laws on stay and employment were amended in 2005. Successful graduates have the right to find a job within one year and, after the conclusion of an employment contract, to obtain a residence permit [11,15].

The whole complex makes it possible to convert a student residence permit into a residence permit for job search or work. Previously, under the alien's act 1990, foreign graduates were required to leave the country upon completion of their studies.

In addition, there is another privilege: if a foreign graduate of a German University has lived in Germany for at least two years and has a job according to his qualification, he is granted a residence permit as a resident. For a positive decision on granting a residence permit, at least 24 months of mandatory or voluntary contributions to the pension Fund are required. Graduates of foreign universities with a degree or qualification comparable to German qualifications may stay in the country for up to 6 months for the purpose of employment, provided that during this period they will be able to provide for themselves. Thus, the strategy of attracting qualified specialists to work in Germany is being implemented [12,14].

In order to obtain a residence permit, foreign students, in accordance with the law on stay, must be admitted to an accredited higher education institution: University, music school, art school, College of education, University of applied Sciences or vocational Academy full-time education. Foreign citizens admitted to the correspondence form of education cannot apply for a residence permit [13].

The increase in the number of foreign students in Germany in recent years is due to the increase in the number of students from non-EU countries. At the same time, the number of students from EU member States remains almost unchanged. It is assumed that the weakening of migration legislation and targeted measures to attract this group of students allowed increasing the number of foreign students in German universities.

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