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Statistical Analysis In The Study Of Foreign Educational Experience.

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ABSTRACT

The article is devoted to the issues of Europeanization of higher education from the standpoint of the results of a statistical analysis of the framework conditions in which a new model of universities should be formed. The conditions for the implementation of the provisions of the Bologna Educational Convention and ET 2020 received extensive coverage in the scientific literature, which is focused on the management of higher education, pedagogy, and finance. The research base for statistical conclusions about the specifics of phenomena relative to individual countries, the profiling of educational institutions, their groupings, the dynamics is in the process of formation, which slows down the work on the timely diagnosis of the modernization vector and the emerging real models of universities Adaptation to the Russian conditions.

Keywords: education, competence, Bologna Educational Convention, ET 2020, digital economy

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REVIEW

Education contributes to the guarantee of labor supply and thus represents a weighty framework condition for personnel management.

In accordance with the strategic framework for European cooperation in education and training (ET 2020) until 2020. In the EU, four strategic objectives are to be resolved: 1) creation of a real system of continuous learning and mobility; 2) improving the quality and effectiveness of education and training; 3) promotion of equality, social cohesion and active citizenship; 3) the development of creative and innovative activities at all levels of education and vocational training. According to the accompanying targets, by 2020, 40% of the population aged 30-34 should have a higher education; at least 20% of university graduates - included study abroad for at least 3 months; 84% of graduates 20-24 years old are employed (in the period not more than three years after graduation from the university).

Rebuilt into a European format and functioning with the requirements of the Bologna Convention, Russian education, at the same time, needs to be “refined” to the realities of the country. Some of the problems are identical to those existing in the West, among them: the digital economy and the new profile of the workplace, the decline in the prestige of workers and engineering professions, the tendency to gain knowledge for service activities, the reevaluation of values by the new generation. Other problems, such as the uneven distribution of educated people throughout the country, including climatically difficult and distant regions, are a national attribute. The Institute of distribution of specialists is lost, the levers of regulating the movement of graduates, including those who have received “budget education”, are still in search.

In line with this, it is advisable to study the new approaches to the management of educational systems in those countries that have ensured their competitiveness and the supply of highly skilled labor in the labor market that meets the demand of the innovation economy.

In the study of European higher education models, the main factors that influenced the formation of the specifics of universities in Germany, the Netherlands, and Switzerland in the preparation of graduates, funding, and adaptation to the recommended Bologna scenario were identified. In the group of research methods: a comparative analysis, construction of tables, classification, and grouping.

The real sector of the economy is increasingly focused on a high level of development of employed workers, which is understood as the totality of their competence and involvement in solving business problems. The higher the potential of the employee, the more time is released from the manager to predict the activities of the organization, structural unit, team. The possibility of such a release is due to the use of a delegating style of managerial behavior, confident in the independent work of subordinates.

Competence, as a component of staff development, is the basis of the same-name (competence-based) approach, which is the relatively higher education-oriented training of an intelligence specialist, ready to solve certain professional problems, demonstrating the ability to act in conditions of constant change.

Comparative analysis of the characteristics of higher education in Germany, the Netherlands and Switzerland

Germany High School

Higher education system. Germany includes universities, including technical, and higher technical schools. Universities, pedagogical and theological institutions of higher education, in addition to the preparation of specialized specialists, have the right to supervise and protect their Ph.D. and doctoral dissertations. In all other institutions of higher education, dissertations can be defended in exceptional cases and through joint leadership with external university professors. Universities are responsible for teaching and research, the task of higher vocational schools is primarily to provide practice-oriented education and applied research related to it.

Field of research. The peculiarity of scientific research in Germany, compared to the Netherlands and Switzerland, is a significant external university research sector, which is divided into four large parts (Max-Planck-Gesellschaft, Fraunhofer Gesellschaft, Leibniz Gemeinschaft, Helmholtz Gemeinschaft) and is endowed with independent rights and works effectively regardless of universities.

The recognition of science as a significant tool for the innovative development of the country and the welfare of society has a rationale.

Being the fourth (after the USA, Japan and China) economies of the world, modern Germany, with a 20 percent share of GDP, heads the list of European countries, ensuring its leadership due to the greatest competitive advantages in the chemical industry, machine building and the automotive industry, in finance, ICT and services.

Despite the country's leading positions in international world rankings, the German government is holding up a challenge to preserve its positions and, above all, through increased investments in human capital, and, as a result, developing innovative potential based on fundamental and applied scientific research. The motivation for such a scenario is Germany's limited raw material resources, traditional and new internal and external risks caused by globalization and the internationalization of the economy.

Erecting science to the rank of the most significant level of the country's competitive economic development, ensuring a high level of social welfare, defined the tasks and the system of actions of key state structures. In the developed state scenario of Germany - the creation of the necessary conditions in order to adapt the education and science sectors to the current development trends of the country, the needs of the emerging knowledge society, aimed at "innovative business models and value chains that would require innovative-oriented personnel".

Higher school funding. As a state, German universities are financed by the country's budget and their federal lands. In connection with the actually decreasing state funding of research activities, a third source is attracted - project work, regulated by the relevant agreements on the allocation of funds for its implementation. Compared with the Netherlands and Switzerland, the proportion of such allocations to German high schools for scientific design has increased by 5 percentage points since the mid-1990s.

Trainees and university staff. The number of graduates of higher education in Germany is lower than in the Netherlands and about one-fourth of the students graduate annually. For example, in 2009, about 2 \ 3 (about 2 million) were enrolled in universities, more than 1/3 - in higher vocational schools. The number of foreign students is about 12 percent, including 14.5% of the inhabitants of this country. The ratio of female and male students on average at universities is 48 and 52 percent, respectively, and 52 and 48 at universities. About 75 percent. enrolled in universities enrolled in undergraduate programs. According to statistics, with the growth of a contingent of scientists in German universities, the number of non-scientific personnel and constituting a little more than half of the university staffs are generally decreasing. A small group of university staff is occupied by assistant professors. Most are admitted to universities and higher vocational schools as academic researchers.

In the specifics of building a career, university research workers are a traditional rule: only professors are suitable for independent research and training. In addition to the traditions, a new model of "junior professor" was adopted in Germany, which allows, by analogy with the American Tenure-Track-System, to open the way to a professorship without defending a doctoral dissertation.

Management of the Higher School of Germany. According to the legislation of the country, the university is managed by a collective body (Gremium) in the form of the administration or presidium. They include the rector (or president) and vice-rectors (vice-presidents), who oversee certain areas of activity. The head of the administration (administration) is the chancellor. As a rule, the rector is chosen by the Board of professors of the university; President - can be accepted from the side. The central body of academic self-government is the Senate, in which various status groups are represented - deans and members of the administration. The Senate usually resolves financial, structural and academic issues. Problems of research and training are delegated to address the faculties and departments in the person of scientists and/or faculty councils.

Internationalization. The possibility of effective training of foreign students is determined by the systemic approach developed in the country to the implementation of this problem. It is estimated that university internationalization in Germany is more organized and coordinated than in most European and other countries.

This process is coordinated by five organizations: the Federal Ministry of Education and Science, the German Research Society, the German Academic Exchange Service (DAAD), the Alexander von Humboldt Foundation. The vector of their activity is the development of a national goal, directions, and objectives for the development of internationalization in the country for subsequent implementation by federal and land agencies, research institutions, universities, and foundations. For example, since 2008, the country has been implementing the "National Strategy for the Internationalization of the Academic and Research Community" adopted by the Federal Government. Since 2009 - developed by the Union of Rectors of Germany with financial support from the Federal Ministry of Education and Science - The procedure for evaluating the internationalization of universities. Since 2013, a single plan for internationalization has been signed by the Minister of Education of Germany and the ministers of education and science of its individual lands.

The plan consists of nine goals that cover the entire main complex of activities related to attracting and training foreign youth and preparing students from Germany in foreign universities. In the structure of the planned segments: student mobility management, internal internationalization, professional development of the faculty of universities, international scientific cooperation, organization and development of student services, etc.

The package of the educational attractiveness of Germany supported by federal and state regulations is constantly updated. For example, from the standpoint of expanding the "resolution", the traditionally existing two-tier model of attracting foreign students is being modernized. The task of the first level (attraction to study) is the implementation of a scientific and educational policy by strengthening the image of Germany as the center of attraction for the foreign scientific elite and students. Scholarships have been added to the algorithm for solving it (the German Scholarship program), which can be claimed by talented university foreigners. The second level (attraction to work) is focused on immigration policy. In accordance with the EU Blue Card, graduates (mainly masters) of the German government provide an opportunity to stay in the country for long-term employment.

"Bologna" higher education. The page of the modern history of higher education in Germany, as well as for most of the others, has become "bologization", or following the university education principles of the Bologna Educational Convention, confronting with the well-established features of the format of German universities.

The conflict of interests consisted, first of all, in defining the goal of higher education, and accordingly, in forming the core competence of universities. Traditionally focused on the needs of their state, Germany's higher school fit into the model of national education. Bologna recipes focus on innovative supranational goal setting. Its feature, firstly, in choosing such a vector for training specialists that would meet the needs and values of the world space, secondly, would be inscribed in a specifically defined time period.

The positivity of the Bologna libretto is primarily in the idea of forming a single labor market and a single European educational space, which expands the possibility of academic mobility, the freedom of graduates to choose where to work. Accompanying this process is the analogization of a package of application documents with the inclusion of an educational certificate that is understandable in any country, which allows an employer to quickly determine the qualification suitability of a candidate's vacancy and an enterprise.

Inter-university consortia, as a component of the Bologna Convention, suggest the possibility of developing new educational products, which constantly adds to the list of training programs. The resulting competitiveness of universities ensures their respective image in the labor and educational markets. The flexibility of the modular system facilitates the educational process for faculty members (gradual filling of modules with new content) and students (knowledge is accumulated in stages, it is possible to get points).

Being a trendsetter of educational fashion in Europe, Germany was one of the first to sign the Bologna agreement, but the patterns proposed in Italy significantly transformed the national style of higher education that was familiar to the Germans.

First of all, the subject of resistance was the internal conflict between the traditional for Germany, although not all times equally realizable, Humboldt approach of “learning through research” and the proposed model of “university as a factory for the production of labor with a set of competencies”. The professor for the entire semester (before the exam) meets with students almost twice, reading only the first and last lectures. Students stopped studying primary sources, read only what teachers give, behave receptively. Because of the tight time frame for graduation, the final papers became theoretical, the results of practical work are not included in them. Students do not have enough time to reflect on their experience because of the six-week period to prepare a WRC. The student is actually gaining credits, and not studying seriously.

Secondly, a supranational feature in the framework of the “Bologna” of higher education in Germany should be its commercialization, which implies, contrary to the traditions of the country, charging for its receipt.

Any radical change creates resistance. Therefore, it is also logical that the transition to the Bologna system in Germany was painful, and even the fact that a number of German professors left universities, refusing to prepare undergraduate undergraduates. Nevertheless, having passed this natural and necessary step towards the integration of the European Union, the higher school in the country, being in the process of constant reform, reserved the right to be considered one of the most prestigious in the world.

Netherlands High School

Higher education system. In the higher education system of the Netherlands, there are two groups of state universities, in which there are 13 research universities in which research and training are carried out, and 41 higher schools of vocational education, oriented, respectively, to vocational education. Research universities, in turn, are divided into four subgroups:

- 1) old classical universities (Universit t von Amsterdam, Universit t Leiden, Universit t Groningen, Universit t Utrecht);
- 2) private, but state-funded universities (Vrije-Amsterdam, Nijmegen, Tilburg);
- 3) technical universities (Delft, Eindhoven, Twente, Wageningen)
- 4) new universities: Rotterdam (United from separate universities), Maastricht (newly-formed), Open Universiteit Nederland (university of correspondence education - the only university providing the opportunity to get both a research and a professionally oriented education).

At the same time, according to the egalitarian political culture, in the Netherlands for a long time, there was no competition or a politically forced difference between universities, with significantly different profiles, offers, and contingents of students.

Higher school funding. Universities and other research institutions in the country have four-way financial support. The first source of money is the Ministry of Education, Culture and Science. For example, state financial support for research universities is about 75 percent. total budget. The allocations in their structure consist of the total annual amount, which is calculated within the framework of the basic financial model based on the previously established amount and several indicators: the number of first-year students and graduates, the range of areas of study, research activities (activity). The second source of funding (10 percent of the budget): - independent government organizations that support university research projects on behalf of the Netherlands government. The third source - targeted funding or research assignments (tasks) of private enterprises, ministries and on an increasing scale - the European Union. The second and third sources, with declining unit revenues from the state budget for the higher education institutions of the Netherlands, like Sweden and Germany, are becoming increasingly important. The fourth source, the proportion of which in the budgets of universities tends to increase - tuition fees paid annually by students. The amount of remuneration of the state-supported basic part of education is reviewed annually depending on the sum of the total subsistence minimum and constitutes the established percentage of the university budget. Payment for

training on master's programs that are not supported by public funding can be made in the amount independently established by the university.

Trainees and university staff. Compared to Germany and Switzerland, there are more students in the Netherlands. Of the 600,000 - the third part goes to universities, two thirds - to other higher professional educational institutions. Foreign students in research universities account for more than 9 percent, of whom almost half are from Germany. The number of researchers is more than half of the university staff. In addition to the professors in the state of the Netherlands universities, the leading docent (Tenure-Modelle) defended their theses and without the right to receive a doctoral degree and scientific positions, who received the right to independent research and training. Assistant professors are entitled to solve important tasks for higher education that professors perform in Germany and Switzerland. In connection with the increasing decentralization in the field of higher education, universities are getting more and more opportunities to independently distribute the solution of problems.

Management of the High School of the Netherlands. The central body of university management within the framework of the University Modernization Law is the Board (in its composition, including the chairman or rector). The board is responsible for the formation of a strategy and development plan, the approval of the budget of the university, its distribution by faculty. The five-person Supervisory Board is appointed by the Minister and subordinate to him, ensures a broader state influence on the internal issues of universities. The Supervisory Board controls and participates in the approval of strategic plans, financial plans of the university and mediates in disputes and conflicts between the Boards of the University.

The Council is a representative body of academic and administrative staff and students. The dean's office plays a consultative role, primarily in matters of academic content.

"Bologna" and the internationalization of higher education. The Netherlands is a signatory to the Bologna Convention. In accordance with the decision of the Dutch government from 2002/2003, without exception, all areas of study gradually passed into the implementation of undergraduate and graduate programs. As a result, in comparison with other European countries, the Netherlands quickly occupied a leading position in meeting the requirements of the Bologna reform, and by 2009, as part of the interim report, they were included in the group of 6 leading countries. In contrast, for example, in Germany and Switzerland in the Netherlands, the success in the Bologna process was ensured by the established tradition of quality assurance. The transition to a two-tier system, implemented with virtually no friction, suggested that this harmonization was the necessary foundation-step towards an internationally oriented system of higher education. This corresponded to the rule of flexible social development, met the requirements of accessibility and mobility of students of all age groups, countries of origin, social strata.

Swiss High School

The Swiss higher education system as a whole includes two types of educational institutions: universities and higher education vocational schools (specialized higher education institutions). The origin of university education in the country belongs to the 15-16 centuries. The oldest university in Switzerland, Universität Basel, was founded in 1460. A few decades later, Universität Genf and Universität Lausanne were formed. There are 10 cantonal universities in Switzerland. In the group of specialized (public and private) institutions of higher education, there are pedagogical, theological and other institutions. Compared with the Netherlands and especially with Germany, in basic and applied research, universities in Switzerland play a more important role than other public research institutions.

Higher school funding. Universities and other institutions of higher education in Switzerland are mainly funded by the state. If for two state educational institutions - Eidgenössischen Technischen Hochschulen state support is the main, the budget of the cantonal universities half consists of the finances of the canton, 15% state support, 11% - inter-cantonal fund. Another source of government support for university research is the Schweizerischen Nationals fond zur Förderung der wissenschaftlichen Forschung. In the budget of universities, there are also receipts from private institutions that are transferred for the execution of contractual orders, payment for tuition by students, and also own funds. With the growing trend of declining public funding, allocations for research and development from public and private sources and incomes of students' personal funds are becoming increasingly important in the incomes of universities. In

connection with the reform of the mode of financing higher education, cantonal universities are endowed with greater self-responsibility in the use of funds. In connection with the Federal Law on University Support and Interaction in the Field of Higher Education, state subsidies directly depend on the quality of university activities.

Trainees and university staff.

The number of students entering higher education institutions in Switzerland each year is about 200,000, one-fifth of whom choose universities as a place of study. The largest is Universität Zürich with about 25 thousand students, the smallest is Universität Luzern - about 2250. The structure of students includes almost the same shares of men and women with a slightly larger margin of the female population in universities. The share of foreigners is 25 percent. They receive education in undergraduate, graduate and postgraduate programs. The proportion of graduates is lower than in the Netherlands but higher than in Germany.

The staff of universities in Switzerland is about 35 thousand employees, of which 2/3 are faculty members and researchers. Professors belong to the highest academic level. Unlike Germany, where only a small part of the research staff is assigned to independently teach and conduct research for a long time and on an ongoing basis, 12 percent in Swiss universities. Researchers work on a permanent basis, have the right to teach and do science. The model for the inclusion of junior professors in Switzerland into universities is similar to the German one. Here, a shorter, in comparison with the traditional, path to the status of a professor is also developed: young researchers are endowed with powers and the status of an assistant professor. Similarly to Germany, the staff of universities is divided into status categories, with representatives of each of which a contract is concluded differently, funding is assigned and prospects are determined.

Management of high school in Switzerland. Until recent reforms, the Swiss higher education system was controlled by the state by the cantons, whose monitoring area was the university budget. The field of research, training, and appeals was controlled by the bodies of academic self-government. The main changes occurred in the position of the university leadership, which was strengthened for better intra-university coordination: higher education institutions began to develop detailed strategic plans on their own and gained autonomy in budget and personnel matters.

Operational management of Swiss universities entrusted to the administration. Internal decision-making processes - on the university senate. Councils of universities, whose representatives are in some of them cantonal director of education, are authorized to represent the external interests of the university.

With these structures, however, the management models of higher education institutions differ. For example, in one group of universities (Basel, Luzern, Lugano, Zürich, St. Gallen) the central governing body is the Academic Council, whose members are appointed by the cantonal government. In another group of universities (Bern, Genf, Friborg, Neuchatel, Lausanne), the rector or president is the governor, who is also appointed by the cantonal government. In this case, the responsibility for deciding issues related to the development of strategies, plans, training, research, contacts with administrative structures and institutions rests with the administration. In some universities of this group, on the rights of a supervisory collective body, it advises and supports the Rector's Council, which consists of representatives of university and external structures. The prospect of Swiss universities - the further development of self-government with the expansion of the core competence - the independent formation of the budget.

"Bologna" and the internationalization of higher education. Switzerland is a state that originally signed under the Bologna Convention and acts as a pioneer in relation to ongoing reforms in universities. The reorganization touched upon, first, the organization of the preparation of students, which was transferred to a two-tier system. Progress was organized magistracy. Secondly, a more perfect (improved) coordination between the federal and cantonal levels has been formed, which allowed removing obstacles in the mobility of students and their entry into the general master and structured doctoral programs.

Characterized by openness to the development of foreign citizens, Swiss universities consider globalization on this issue as an important component in the realization of university prospects. External orientation is carried out in two directions: regional and international. The regional focus of training and

research is due to the linguistic community of program participants. The focus of internationalization is on training bachelors, masters, doctoral students from other countries whose interest is due, firstly, to the possibility of international employment. Secondly, many of the young specialists are returning to the university field. In comparison with other countries, Switzerland has significant quotas for foreigners. In line with this, more than 40 percent. students for various, including doctoral, programs - foreign citizens. About 25 percent of the mare French, Italians, and Germans.

Statistical analysis of some realities of higher education and the specifics of its future representations

The impact of the digital economy on student behavior during class

Studies show that the competitive aspects in the formation of modern methodological competencies of students are the applied use of digital technologies, taking into account the intra-generational expectations and values of young people, that is, the human factor.

The use of digital programs and services in the classroom has become the task of a statistical survey conducted on a sample of students in higher education institutions in Germany and Austria. The sample was 3863 people. In the structure of respondents - 75.4% of students in Germany, 24.6% - Austrian students. According to gender, 54.3% of female representatives are represented, and 45.4% are males. The age range is 18-55 years old, the average age is 23.1 years.

Most of the surveyed students (about 95 percent) have laptops, 45% bring them to classes. But almost all of the respondents (95 percent) have smartphones in the classroom. Devise - both traditional and relatively new, for example, Smart Watch, models. According to the data, the sign of the frequency of students having Devices the classroom at the university is their miniaturization and high resolution.

Most often (many times a day), respondents use a communication service such as WhatsApp in class, less often Facebook and Instagram. Twitter, Tumblr, Pinterest, Xing, LiLinkedInnd others were beyond the students' communication needs.

According to the data of gender imbalances in terms of the use of communication services, there is practically no trace. Women use them almost as actively as male students.

Having Device class and using it for non-educational purposes represents the risk of students not being fully trained in professional knowledge and skills due to distractions and the lack of concentration on the subject of study.

The statistical indicators given in Table 6 characterize the values of the use of smartphones and tablets in the last lesson (which is well remembered relative to the past) with the classic duration of 90 minutes.

The most productive use in the classroom, tablets - 62 percent of the respondents bring them for the purpose, in general, or mainly due to the training session. Another situation - with smartphones: 40 percent. interviewed students explain their use mainly or completely personal goals. 47 percent - Applied effect of smartphones is seen in partial application to training sessions.

The data show that the use of student digital services has certain interferences that make it difficult to obtain the necessary competencies. Almost 45% of responses indicate that fellow students of their fellow students do not interfere. For the other respondents, the opinion is different: in the range of answers, from a weak to a significant sense of an obstacle to the knowledge gained. A large amount of information from communicating with the "network" is 40% of the responses to interference with the exercises. However, a clear understanding of the students of universities ban on the use of mobile devices is not revealed.

Assistance in obtaining and enhancing students' methodological competencies in higher education institutions: a smartphone and the human factor

The analysis shows that the formation of students' competencies to a certain extent depends on the mood to acquire knowledge, to assist them in the staff of universities and higher vocational schools, and also to take into account the values of the new generation.

Portrait of a modern student: a user with new (digital) technologies, a setting for optimism, an expectation of a visionary leadership style, an equivalent orientation towards work and private life, a rational approach to basic information. These components should be taken into account when shaping the approach to learning.

Every third of the students surveyed practically or does not prepare for classes regularly. Only about 30% of respondents feel "preferential support" from the school when preparing themselves; a slightly larger proportion - for exams (34.1%).

Most students prepare for classes and exams on their own. The place of preparation for classes and exams, respondents most often choose a house, less often - a library and university audiences.

In the course of the study, the authors identified three provisions on which scientific discussions were opened. First, the change of generations and the expectations of employers from generation Y and Z. The subject of discussion: the lack of a long-term link to the organization, training model, methods of motivation and retention. Secondly, the motives for building a career of graduates of higher educational institutions. Subject of discussion: the nature of the products or services when choosing an employer, his willingness to learn and develop youth. Thirdly, the possibility of higher education to ensure the competitiveness of the graduate. Subject of discussion: advantages and disadvantages of the Bologna scenario of the development of universities, digital economy and its influence on the behavior of students at the university.

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CONCLUSION

The transition to higher school Europeanization from single-handedly goes for universities to the category of mass social phenomena, which is an indicator of their study by statistical science. The approaches to statistical analysis shown in the article - observation, grouping, classifications, sample surveys allow, first, to form the basis for a detailed presentation of the realities of higher education transformation taking into account indicators of graduates' competitiveness in the labor market.

Secondly, to have information about the similarities and differences in the educational scenarios of the three models of European higher education institutions (Germany, the Netherlands, Switzerland) that provide students with competitive competencies.

Identified similarities: binary organization of the higher education system; almost the same indicator (40%) of graduates annually delivered to the labor market; the traditional absence of a competitive situation, including politically forced, regarding the proclamation of differences between universities; a significant amount of research by university academic staff; reducing the proportion of budget financing; the change of Burton Clarks model of universities (state bureaucracy and professorial oligarchy) decentralized, based on participatory governance and democracy, which increased the number of students from different segments of the population; positive dynamics of the share of foreign students.

Revealed differences: different functions of universities and higher vocational schools regarding the applied and research competencies of students; a significant sectoral (internal and external university) range of research subjects; structural specificity of governing bodies of universities. Different financing models: mixed forms of various input- and output-oriented mechanisms for the deduction (distribution) of funds, different forms of the specific weight of allocations. National perceptions of the functions, powers, and academic independence of faculty members. Various temporary activities and approaches to the implementation of the provisions of the Bologna Educational Convention. Specificity in the models of attraction, training, and employment of students from other countries.

Thirdly, to update the scientific understanding of the range of changing values of the studying contingents and their mood for higher education, taking into account the specifics of the digital economy.

Fourthly, to formulate a policy of education in accordance with modern requirements and a shift in priorities in the behavior of students and faculty members.

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