

The role of high education institutions in modern Russian metropolis development using as an example Vladivostok city

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Abstract. Transition to market economy, management rigidity, became the main reason of many economic entities' stagnation and stable functioning with planned-directive managerial system, which turned out to be incapable to continue its productive activity in new economic conditions, which have predetermined their further development. With this the role and the meaning of education in modern Russian society have changed, which becomes more and more integrated in the world society. In process of Russian society shift to market relations, in large inhabited localities, an understanding and importance accent of local economic mainstay with economic entities shift from business entities to the system of educational and scientific institutes, which started dominating over other branches of economy on the quantity of population, involved in it. Nowadays the role and the place of educational system, and high educational institutes as its structural element in particular, in the modern Russian society can be identified as one of important components of national economy, which final functioning result is human capital generating of each graduate.

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Introduction

Processes, occurred at the end of XX century, led to the relationship system destruction, which corresponded a previous period of its development and served as the basis for forming absolutely new business trends in various economic branches, production of commodities and rendering of services.

As result of Russia's shift to market economy, socio-economical development of mono-profile problems of inhabited localities, generated on the basis of mono-city-forming economic entities, ratcheted up sharply.

The decrease of business capacity dependence from government orders and as a consequence, absence of demand and competitiveness of output, financing precarity, etc., finally all this finally led to that the majority of Russian city-forming commercial entities turned out to be in the clutch.

Dependence of budgets of public authority from statutory payments of city-forming commercial entities became the reason of decrease and often the absence of financial means for the development of municipal infrastructure and socio-economical problems of present territories solving.

Topicality of research

The shift to market economy and management rigidity, became the reason of many economic entities stagnation, stable functioning under plane-directive management system, which

turned out to be incapable to continue its production activity in new economic environment, that predetermined their further development.

As the result many city-forming enterprises turned out to be on the verge of bankruptcy, they have stopped their activity, which finally led to socio-economical decline of inhabited localities, in which they were situated.

Mentioned processes of dependence of inhabited localities from the activity of placed on their territory economic entities, which are, with the activity decrease of which, negative changes happening in city infrastructure are peculiar for many countries.

The state of many mono-profile cities in many cases is deplorable. It is so not only in our country. This is some kind of reflection on disappearance of such definition as local-economic mainstay. Manufacturing output of developed countries transfers on Third World countries, where raw materials and labor force is cheaper. And as the result, the fining out deserted countries, with unsolved social and economic problems and population migration [1].

Localities are situated in different countries, whose slowed development is the cause of political, economic, anthropogenic or other reasons.

Detroit, for example, is the ex-largest automobile manufacturing center of USA, which, for example, by the end of XX century degraded, automobile manufacturing plants closed,

unemployment has grown, the city became a bankrupt cause of city budget deficit, etc.

“Ghost cities”, leaved by population in XX century are met in Arizona, Colorado, Nevada, Montana states, in which city-forming were the enterprises of rock-ore-mountain industry, which stopped its activity.

Political and economic changes of the world finance architecture, which happened at the end of XX century, led to the decrease of Eastern Germany population of each second city more than 20%.

According to the data of Italian municipality association, imminence of finance bankruptcy hung over ten cities of Italia simultaneously, with population of more than 50 thousands of people [2-9].

There are few reasons, which influence the changing of city-forming economic entities, and as consequence of this change in development, the locations connected with it.

First of all, scientific and technical progress development, leading to manufacturing modernization and the decrease of employees' quantity, involved in it.

Secondly, the increase of life duration and decrease of infant natality in developed countries.

Third, the urge of population to urbanization, living quality rise, labor markets availability, goods and services, which are more developed in large inhabited localities etc.

Education system as local economic mainstay

Nowadays there are exist an enough quantity of researches, targeted at the research of role and local economic mainstays influence on socio-economical development of different in scale inhabited localities.

With this as a research base we take economic entities of various property forms, industrial production, as a rule at which worked and works the majority of population, living on the territory of inhabited locality.

In the research process we consider their tax basis, the degree of influence, which the budget of public authority and non-budgetary funds, the quantity of workers, social infrastructure condition, etc.

In its turn not so many scientific papers, devoted the meaning of educational institutes system (high educational institutes and secondary education colleges) in the development of those inhabited localities, in which they are situated, and for which they played the role of local economic mainstays not only from the position of those, who study and works there, but from the position of population categories, which maintain service of this branch of economy.

Carrying out reforms, which took place in political life of many commonwealths in the end of XX century, it opened for population new forms and models of economic and social behavior which threw citizens into a dilemma of revolutionary new life strategies and the necessity of adaptation to the changed business trends.

With this, the role and the meaning of education in the life of modern Russian society, which becomes more and more integrated into the world community.

Socio-economical and political development transformation in Russian Federation was the reason for professional education (World education), which caused changing of education standards, level and quality of graduates of High Education Institutes training, profession nomenclature, etc. [10].

Nowadays the role and place of educational system, its structure element High Education Institutes, in particular, in the life of modern Russian society, can be defined as one of important components of national economy, the final result of which is human capital assets of each graduate of educational institution.

In the same time, the changeover of our country to the new form of state structure, dictated the necessity of reorientation of existing education space to a brand new form changing and methods of human capital, changing of motivation for education obtaining, to which the majority of Russian high educational institutes turned out to be unready.

First of all, this was connected with a refuse of the state from the order for graduates, that is their obligatory job placement, full volume financing of majority high education institutes, as the result of which their traditional management ways in conditions of market relations turned out to be untenable.

This led to the result that the majority of High Education Institutions, on facing a problem of government financing reduction, turned to the search of additional source funds, shift to performing services on a paying basis and other services and started to present economic entities, which by means of educational process organizing, scientific-research carrying out, transformed them into value competencies of their graduates.

All this generally led to the growth of High Education institutes, high education become more available, that in its turn, was the reasons for amount reduce of secondary specialized and secondary-technical colleges.

One of the reasons for the transformation of Russian high education system was globalization processes and signing Bolognese declaration in 18th of September, year 2003.

Russian Federation took responsibility on entering into educational space of Europe and main principles of Bolognese process realization, carrying out an educational reform and a switch over to two-tier system of higher education – Bachelor's and Master's programs before 2010.

All foregoing processes also influenced the further development of not only Russian Federation, but the other territorial subjects, which form a part of it.

The state of Russian society and its prospects development is defined by socio-moral orientation of youth, opportunities provided for them in obtaining education, and the role of high educational institutes in competence development, obtained in the period of education getting at high education institute.

There are exist few reasons, which influence development of Russian High Education Institutions, that are: a decrease of graduates' quantity, aging of high-education teaching personnel, limitation of material, financial and other resources, scientific works closure, improvement of competition on the market of educational services etc.

These problems solving is included into principles changing and attitudes to the importance of education in modern Russian society, the role of state's attention towards high education institutes as the main key figures of national economy reformation.

Let us consider through the example of Vladivostok city a number correlation of students, which in high educational institutes and secondary specialized colleges, rendering educational services on its territory in comparison with overall size of population, table 1 [11, 12, 13].

Table 1. Correlation of students' and general population quantity of Vladivostok city years 1991, 2012.

Year	Total population amount	Involved in economic branches	High education institutes quantity	Quantity of students of high education institutes, Persons	Scientific and pedagogical employees, Persons	Students quantity in Secondary educational colleges, Persons	Students quantity at High Educational Institutes and Secondary educational colleges in % from general amount
1991	674,800	410,953	9	37,856*	16,748	14,643**	7.7
2012	625,868	367,400	14	58,437	12,040	13,846	11.54

*In amount of students, which study at high educational schools, Vladivostok took the 2nd place in RSFSR.

**In amount of students, which study in Secondary education colleges, Vladivostok took the 5th place in RSFSR.

Besides to get an idea of general quantity people, busy in science and in educational system, to the quantity of students, pedagogues and employees of High educational institutes of Vladivostok city, it is necessary to add those, who study and work in state and private secondary, general education and preschool institutes, scientific employees of Far-East department of Russian Science Academy, other scientific-research, etc. [14].

Consequently, in process of Russian society change over to the exchange relations, in large inhabited localities, the accent of understanding and importance of local economic mainstay shift from economic entities of material production to the system of educational and scientific institutes, which in population quantity, involved in it became dominating over other branches of economy.

In majority countries universities are involved in scientific personnel training and are the base for fundamental researches carrying out, creating conditions for socio-economical regions' development, in which for their realization technological parks, business incubators, etc. are created, «drawing» the enterprises from knowledge-intensive (Leuven – Belgium, Cambridge-Great Britain, Stanford – USA) [15].

On this basis, the question concerning the character, degree and the influence of high school on local society. Localization of high education institute in direct socio-economical and Cultural-historical environment should be considered as a factor, which influences significantly on strategy choice of its development.

Higher educational institution should act as a leader of innovations and the supplier of personnel for the territory, on which it is situated.

A city and higher educational institution as subjects of self-development serve as equal partners need each other. Organization of adequate subjectivity, in particular is represented as the condition and a warrantor from their independent and stable existence [16].

High education institutes should be the centers of development, knowledge concentration, scientific technologies and innovations, not only in regional, but on the national scale.

Leading universities came to the understanding, that they should satisfy the demands on the part of state and society, the expectation of constant development of scientific and research and teaching profession, active communication with business.

With this the most successful high education institutes, step-by-step transforming into entrepreneurial universities, concentrated on academic aspects may become highly efficient on

traditional criteria, demonstrate the same positive dynamics of development as the other companies [17].

It must be noted, that modern large inhabited locality is complex multilevel scientific and educational system, connected with the role of elementary school and universities. With this the basic meaning is the opportunity of changeover from theoretical knowledge to its practical application [18].

Conclusion

With this, looking for its research questions of all level education system influence on culture development, service sphere (communication, housing and community amenities, private security, etc.), trade with industrial goods (office supplies, dress, footwear, sports equipment, etc.) and foodstuffs, entertainment industry, public service and vehicles, region economy and state in general.

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