INTERACTION OF UNIVERSAL AND REGIONAL SPECIALIZED MECHANISMS OF COOPERATION OF STATES IN THE FIELD OF EDUCATION

Abstract. This thesis reveals the issues of state policy mechanisms, which can be considered as a set of procedures for making managerial decisions. At the same time, the educational policy includes not only the decision-making process but also its practical implementation. In addition, maintaining the existing system and its consistent development is of great importance. This allows us to speak of the mechanisms of educational policy as a set of organisational and economical components that ensure the coordinated, interconnected and interacting functioning of all elements of the educational system.

Keywords: education system, integration processes in the economy, international cooperation, legal framework, programs of initiatives for the development of international cooperation.

Ensuring the effective functioning of educational policy mechanisms is the task of the state as a subject with the largest amount of power and material resources, focused on improving the qualitative and quantitative indicators of the educational system.

Market competition in the field of educational services and the desire of many educational institutions to extract the maximum profit lead to a decrease in the quality and formalization of education. The education system ceases to fulfil its mission - to provide basic educational and social services. The tasks of the state policy of many countries of the world include the creation of a strategic planning system in order to improve the quality of education, ensure the mass coverage of educational services provided, and train a sufficient number of modern scientists and specialists in a particular field.
The mechanisms of state policy can, on the one hand, be considered as a set of procedures for making managerial decisions. At the same time, the educational policy includes not only the decision-making process but also its practical implementation. Then the mechanisms of educational policy become a set of means of influence used in it. In addition, maintaining the existing system and its consistent development is of great importance. This allows us to speak of the mechanisms of educational policy as a set of organizational and economic components that ensure the coordinated, interconnected and interacting functioning of all elements of the educational system.

Thus, the following can be singled out as the main mechanisms of educational policy: decision-making mechanisms; mechanisms for their implementation; mechanisms that ensure consistency and consistency in the regulation, development and change of the educational system. In addition to internal mechanisms, external, and supranational mechanisms, due to the processes of globalization, have a serious influence.

The effectiveness of cooperation is determined by the extent to which the actions of the country and the resources used correspond to its priorities and allow achieving the set internal and external goals. The following can be identified as the main resources that determine the success of the partnership:

– regulatory framework in the form of bilateral and multilateral agreements between governments, ministries, sectoral departments, institutions, organizations, etc., contributing to the stability of partnership;

– tools for the implementation of cooperation (programs) that ensure the implementation of partnerships, focus and flexibility of the country's policy;

– institutions that give stability and consistency to the country's actions, and allow coordination of various areas of cooperation; such institutions can be representative offices of the country, working groups, councils, joint universities, etc., they are created to coordinate cooperation in a particular region and/or solve local problems of international partnership.

Researchers distinguish two groups of universal acts on education: universal international treaties, which include separate norms relating to certain aspects of education, and treaties that are entirely devoted to education. They are united by a
common focus on protecting the human right to education and non-discrimination.

Characteristics such as separate education for students of different sexes, separate education on the basis of differences in religion or language and education in private educational institutions are not considered discrimination.

Education must be provided with equal access, and they must have the conformity of programs with the norms prescribed or approved by the competent educational authorities.

Integration processes in the economic sphere give impetus to an increase in the territorial mobility of the labour force, in connection with which, there is a need to form a single educational space, in common mechanisms for the recognition and identification of documents on education, professional qualifications in various countries. The most intensive process of integration in the field of education is developing in Europe. However, in addition to European educational integration, attempts are being made to create a common educational space in other regions, in particular, in the post-Soviet space within the CIS and EurAsEC.

International cooperation is based on bilateral and multilateral agreements in the field of education, culture, science and technology, which are of a general nature, for example, on cooperation in the humanitarian field (science, education, culture and sports) or in the field of education and culture. Part of the agreements was concluded to solve local problems, for example, the joint training of specialists in specific industries.

International organizations and associations have become platforms for multilateral cooperation between countries in the field of education.

Basically, the practice of agreements is differentiated depending on the regional priorities of the country and the goals of the presence of a certain state in a particular region. For example, for Russia, the development of integration processes in the field of education in the CIS space is a way to strengthen its position in this region.

The partnership in the field of education, science and technology with the countries of the European Union and the CIS is most fully provided by bilateral and multilateral agreements. Partnership with the EU countries is based on a number of general multilateral agreements on cooperation in the field of science and education,
on sectoral agreements, and also has a wide base of bilateral agreements. The key documents that determine the interaction of countries are the Partnership and Cooperation Agreement.

A rich regulatory framework for partnership has been created in the CIS countries: general agreements have been adopted in the field of science and education, as well as sectoral agreements, as well as special agreements on the development of priority areas in education (for example, distance education, adult education, etc.). As in the European area of higher education, integration processes are taking place on the territory of the CIS, which is supported by the Cooperation Agreement on the formation of a single (common) educational space of the Commonwealth of Independent States. Unlike the integration processes in the European educational area, which are primarily aimed at higher education, the integration processes in the CIS include all levels of education.

Countries from one region can conclude agreements with countries from another region, but such agreements, as a rule, are of a systemic nature and do not cover all priority areas of cooperation. For example, if foreign students are admitted to educational institutions, this does not reflect the further diversified cooperation in the field of science and education of the country.

International agreements are differentiated not only depending on regional priorities, but also according to the forms and areas of cooperation envisaged in them.

One-fifth of all international agreements concluded to prove the desire of states to develop the mobility of specialists, employees and business leaders. Exchanges of specialists can contribute to the modernization and training/retraining of personnel, and the formation of a system of continuous education throughout life. These agreements have a greater potential for achieving the country's strategic objectives if they also provide for the cooperation of the countries participating in the agreement in their priority industries.

Programs are one of the tools for implementing international cooperation. In many initiatives implemented in individual regions and aimed at the exchange of scientists and researchers, there are many countries that act as country partners,
while they do not influence the course of the program and do not finance it, but universities and individual citizens of this country can accept her participation. This circumstance does not allow promoting the state's national interests, choosing priority research areas for it and regulating target indicators.

International statistics show that countries use the tactics of developing the internationalization of the activities of leading universities for the modernization and development of the national education system. At the same time, many come to the conclusion that, along with the financing of institutions, targeted support is needed for other participants in the education system. D. Salmi and I. Frumin, in their analysis of strategies for achieving the competitiveness of universities in different countries, emphasizes that successful reforms in educational systems require the support of not only leading educational and scientific organizations, but also young scientists. In addition, the lack of equal access to tools to support scientists may contribute to the outflow of young personnel from the country.

University support programs are primarily aimed at their entry into the top 100 leaders of international rankings and the development of education exports.

The current programs of initiatives for the development of international cooperation are focused on supporting the internationalization of the activities of leading universities. Such a distribution of efforts does not fully meet the goal of improving the quality of education and does not provide equal access for participants in the education system to key national instruments of internationalization. Mobility programs for students, scientists and teachers can become additional instruments of international cooperation.

In addition to cooperation within the framework of international organizations, the activities of coordinating mechanisms created on the basis of international treaties have become interesting, still insufficiently studied, but rapidly developing forms of relations, such as collaboration. Its potential and significance for science have yet to be assessed, despite the apparent simplicity of such cooperation at first glance. Of course, hoping to implement collaboration projects, participants strive for real collaboration. It is during the implementation of a real collaboration that the necessary result can be achieved - mutual learning of participants and their common product
with a new intellectual component, obtained through the interaction of various factors.

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