

PAPER • OPEN ACCESS

Higher economic education as the basis of a new quality of management of the agro-industrial complex of the Far East

To cite this article: A P Latkin and A V Gorlov 2020 *IOP Conf. Ser.: Earth Environ. Sci.* **547** 012028

View the [article online](#) for updates and enhancements.

Higher economic education as the basis of a new quality of management of the agro-industrial complex of the Far East

A P Latkin¹ and A V Gorlov^{2*}

¹ Vladivostok state university of economy and service, Gogolya str. 41, Vladivostok, Primorsky Krai, Russia

² Far Eastern State Agrarian University, Politeknicheskaya str. 86, Blagoveshchensk, Amur Region, Russia

*E-mail: gorlovav@mail.ru

Abstract. The article analyzes the current state of higher economic education in the Russian Far East. The system of training economic specialists is considered in the context of the goals and objectives of state policy for the development of the Far Eastern Federal District. The features of the distribution of students in universities in the context of regions, levels and areas of training are revealed. Based on many years of studying the problems of developing economic education, the authors give suggestions for improving the efficiency of the system of training highly qualified personnel for the needs of the region's agro-industrial complex.

1. Introduction

The President of Russia V.V. Putin in 2019 in the message to the Federal Assembly noted that all Far Eastern constituent entities of the Russian Federation should reach a level higher than the national average in key socio-economic indicators, which is impossible without the qualitative development of a training system, including the highest qualifications, in the field of economics and management. With a steady reduction in the demographic and intellectual potential of the Far East, despite measures taken in recent years by the Russian government, the solution of this strategic task becomes an obvious condition for the technological modernization of the entire regional economy, including agro-industrial production that is increasingly in demand in the countries of Northeast Asia. Together with the implementation of the state policy of accelerated development of foreign economic, transport and, especially, social infrastructure in the Far Eastern regions, the achievement of a new technological level in the economy of the Far East can become a real basis for improving the quality of life of the Far Eastern population and, as a result, ending its outflow to the central regions of the country and abroad.

Only such an approach, according to the authors, is able to stop the long-term recession in the development of this region, geopolitically important for Russia, while ensuring the successful integration of its national economy in the Asia-Pacific economic space [1,2,3].

A necessary prerequisite for its existence with the results necessary for the country should be recognized as ensuring, in the coming years, fundamental changes in the organization of the regional system of agro-industrial higher economic education that are adequate to the set strategic goals for the development of this vital economic sector [4].



This conclusion is based on the results of many years of research by the authors of economic problems and development trends of the Far Eastern enterprises of agriculture and the fishing industry in conjunction with the scientific and educational support of these processes in the post-privatization period, as well as on their direct participation in the organization of higher economic education and training of highly qualified personnel on the economy of the agro-industrial complex.

Unfortunately, in the course of the research, negative trends were established, both in the scientific and educational aspects of the sustainable development of this strategically important sector of the economy for Russia.

2. Results and Discussion

Training of economists and managers in the Far East is carried out by 25 educational institutions of higher education and 31 branches. These include both state and non-state educational institutions of higher education. Moreover, for most non-state educational organizations, the training of specialists in economic fields is the main activity. The largest number of educational organizations is in the Khabarovsk Territory, Primorsky Territory, the Republic of Buryatia and the Republic of Sakha (Yakutia) [5].

In the Far Eastern Federal District, there are 37 students in the economic areas of training per 10 thousand people. In terms of regions, this indicator varies significantly. So in the Khabarovsk Territory it is 61, in the Primorsky Territory 46. This indicator has the least value in the Republic of Sakha (Yakutia) - 18.

Table 1. The number of students in UGS (N) 38.00.00 Economics and management in the subjects of the Far Eastern Federal District.^a

Region	2017			2018			2019		
	full-time	correspondence	extramural	full-time	correspondence	extramural	full-time	correspondence	extramural
Amur region	1028	1188	108	857	1142	83	868	1023	20
Primorsky region	6894	3617	168	6454	3340	103	5851	2935	51
Khabarovsk region	5530	4933	239	4795	4659	284	4116	3617	311
The Republic of Buryatia	1525	3023	18	1078	2453	5	845	2092	0
The Republic of Sakha (Yakutia)	968	1627	86	695	1620	85	612	1069	46
Transbaikal region	1382	2891	0	1084	3031	0	890	2750	0
Kamchatka region	374	946	14	307	928	13	423	761	0
Magadan region	145	805	0	130	591	0	118	215	0
Sakhalin region	496	942	0	399	766	0	340	749	0
Jewish Autonomous Region	204	288	0	163	285	0	176	253	0
Chukotka Autonomous region	0	0	0	0	0	0	0	0	0
Far Eastern Federal District	18546	20260	633	15962	18815	573	14239	15464	428

^a Source: compiled by the author based on data from the Ministry of Education and Science of the Russian Federation

The decrease in the availability of economic education due to a sharp reduction in budget places, an increase in the cost of education and a drop in the standard of living of the population in recent years is reflected in the dynamics of the number of students in economic areas and specialties of training [6]. The decrease in the number of students leads to increased competition between educational organizations, while the market for economic education in the region is becoming highly concentrated [7]. Large universities diversify the sources of demand for economic education by conducting a targeted advertising campaign in other regions or abroad, especially in China [8,9].

The preparation of bachelors, masters and specialists is carried out in all areas and levels of training of the UGS (N) 38.00.00 Economics and Management. In the structure of the contingent, the largest share falls on students at the undergraduate level - 71%, the specialty level is mastered by 17%, the master's level - 12%.

The structure of the contingent of students between the areas of preparation for undergraduate and graduate levels is identical. Among the areas of undergraduate and graduate training in UGS (N) 38.00.00, the largest share of students falls on the direction of training "Economics". In 2019, the bachelor degree is 48.6% of students, and the master's degree is 37.6%. Significant share of areas of preparation of managerial profile - "Management" and "State and municipal management". In the bachelor's program, they account for 21.5% and 15.3%, respectively, and in the magistracy 19.5 and 20.0%.

Table 2. The number of students in UGN (C) 38.00.00 Economics and management in the areas of training and specialties in the Far Eastern Federal District.^a

Direction code	2017			2018			2019		
	correspondence	extramural	full-time	correspondence	extramural	full-time	correspondence	extramural	full-time
38.03.01	5677	8577	87	4701	7674	59	4266	6098	64
38.03.02	3401	3169	11	2787	2744	8	2550	2032	29
38.03.03	783	1466	6	607	1421	3	457	1331	0
38.03.04	1441	3187	2	1162	2831	0	1011	2280	0
38.03.05	447	65	0	358	45	0	267	36	0
38.03.06	910	431	0	859	338	0	640	227	0
38.03.07	278	131	0	205	85	0	137	33	0
Total undergraduate	12937	17026	106	10679	15138	70	9328	12037	93
38.04.01	412	656	119	516	711	144	593	601	104
38.04.02	426	122	153	384	199	121	381	213	81
38.04.03	89	192	34	58	244	38	52	218	17
38.04.04	142	463	119	103	547	107	62	572	57
38.04.05	38	6	0	29	6	0	7	18	0
38.04.06	95	21	43	58	28	48	23	39	41

38.04.07	29	4	0	12	5	0	18	0	0
38.04.08	159	254	30	101	309	24	72	259	25
38.04.09	24	0	0	15	0	0	1	0	0
Total Master	1414	1718	498	1276	2049	482	1209	1920	325
38.05.01	2304	616	0	2217	702	0	1876	710	0
38.05.02	1891	900	29	1790	926	21	1826	797	10
Total specialty	4195	1516	29	4007	1628	21	3702	1507	10
Total	18546	20260	633	15962	18815	573	14239	15464	428

^a Source: compiled by the author based on data from the Ministry of Education and Science of the Russian Federation [2]

Regarding the problem of the demand for economic specialists in the Far Eastern Federal District, systematic studies were conducted on this topic of OPORA RUSSIA in 2017. So, in general, entrepreneurs note the low availability of the required qualifications in the labor market. Most entrepreneurs experience a staff shortage (54.6%). At the same time, the availability of qualified personnel, including those of an economic and managerial profile, is negatively assessed. Only 24% of respondents cooperated with universities in the recruitment of personnel, mainly entrepreneurs in the services market (hotels, restaurants, consultants, etc.).

Table 3. The need of entrepreneurs for economic specialists in the regions of the Far Eastern Federal District.^a

Region	The proportion of entrepreneurs with the need for economic specialists ^b			The number of students in UGS (N) 38.00.00 per 10 thousand people in the region
	economists	managers	Total	
Amur region	5	6	11	24
Primorsky region	3	11	14	46
Khabarovsk region	6.5	3.5	10	61
The Republic of Sakha (Yakutia)	8	1.5	9.5	18
Kamchatka region	13	2	15	38
Magadan region	11	0	11	24
Sakhalin region	5	2	7	22
Jewish Autonomous Region	13.5	0	13.5	27
Chukotka Autonomous region	11.5	0	11.5	0

^a As of 2017, the Republic of Buryatia and the Trans-Baikal Territory were part of the Siberian Federal District

^b Data from the study "Factors for the Development of Small and Medium Enterprises in the Far East" conducted by OPORA RUSSIA in 2017

3. Conclusion

In the last decade, the economic training system for the region's agro-industrial complex has been significantly optimized. A number of sectoral universities in the Far East (PSAA, Dalrybvtuz, etc.) have completely stopped training economists and managers. As a result, the agro-industrial complex of a number of regions began to experience an acute need for economic specialists with specialized competencies in the field of agricultural economics. The current situation does not correspond to the goals and objectives of the state policy for the development of the Far Eastern region. To overcome this problem, in our opinion, it is necessary:

1. Increase government support for scientific research in the field of agricultural economics.

2. To create a coordination center for training economic specialists for the needs of the Far Eastern regions.

3. Take into account the specifics of agricultural production in the Far Eastern regions when developing educational programs in the economic areas of training at universities.

The implementation of these proposals will create sufficient resource and quality potential for improving higher economic education to achieve the goals and objectives of the development of the agricultural sector of the Far East.

References

- [1] Valero A and Van Reenen J 2019 *Economics of Education Review* **68** 53–67
- [2] Hanushek E 2016 *Oxford Review of Economic Policy* **32(4)** 538–52
- [3] Agasisti T, Egorov A, Zinchenko D and Leshukov O 2020 *Industry and innovation* **3** 1–28
- [4] Latkin A, Krokmal L and Kovshun Y 2015 *Mediterranean Journal of Social Sciences* **6** 173–178
- [5] Mironova I, Tumilevich E 2019 *Problems of higher education* **1** 42–45
- [6] Sudakova A 2018 *Int. J. Economic Policy in Emerging Economies* **6** 577–95
- [7] Egorshin A T, Abliazova N O and Guskova I V 2007 *Russian Education and Society* **10** 30–52
- [8] Makarenko V 2017 *Russia and the Pacific* **1** 8–22
- [9] Guruleva T 2015 *Vestnik RUDN. International relations* **4** 147–58