Abstract
Globalization processes contribute to the intensification of educational migration. Often, States are interested in attracting students from abroad, and both at the level of public authorities and at the level of institutions of higher education in this direction a targeted policy is implemented. Among other things, foreign students are both the objects of the «soft power» of the state and its higher education system at the stage of choosing a foreign University, and its ambassadors at the stage of training and returning home. In this regard, the issue of effective use of communication technologies and tools to promote Universities, as well as the formation of an attractive image of the state and its values in the educational process becomes topical.

At the same time, today the issue of ethical use of education as a tool of «soft power» of the state, as well as technologies of «soft» influence in the field of higher education is becoming increasingly important. At the same time, the concept of «soft power with mutual effect» is gaining popularity. This concept assumes the mutual influence of States on each other in the process of implementation of their policy of soft power, as well as, if we talk about the field of education, the mutual influence of culture and values of local and foreign students. In addition, the process of internationalization of education requires not only the adaptation of foreign students to new conditions, but also local students to interaction with foreigners, as well as the new realities of the educational process. Thus, we can talk about the need for mutual adaptation.

One of the most popular communication channels among young people is a video blog. Young people trust their favorite video bloggers, and often do amateur video blogs. This also applies to University students, who often create video blogs devoted to the educational process and their experience of studying abroad. Such blogs can have a significant impact on the perception of the University by foreign applicants. The authors analyze a number of student video blogs, identifying effective approaches to the use of video blogging technologies for mutual adaptation of foreign and local students. The article focuses on the mutual adaptation of Russian students and students from Central Asia, as students from this region are the largest group of foreign students in Russia.

Keywords: video blogging, «soft power» with mutual effect, educational migration, foreign students, mutual rapprochement, communication tool.

One of the key trends in the development of modern higher education is its internationalization. In this regard, the use of «soft power» is becoming more and more important. International education can influence foreign public opinion, build credibility, provide international and intercultural dialogue and understanding.

The higher education can be considered both as the element of soft power of the country and the subject of «soft power» itself. First of all, education builds soft power because it unavoidably becomes a carrier of genuine values, which can be attractive to foreign audiences. In some cases, it can even make students the ambassadors of the country’s values and its way of living, but not intentionally. Second, soft power is generated by the resources a country possesses, one of which is the education system. In addition, soft power of the higher education can be influenced by the other country’s soft power sources and influence them from its side. The third dimension of educational soft power is when the country uses education as a tool for achieving certain policy goals.

The concept of soft power was developed and popularized by Joseph Nye in the early 1990s. Nye understands soft power as «the ability to get what you want through attraction rather than
through coercion or payments». From his point of view, «it arises from the attractiveness of a country’s culture, political ideas and foreign and domestic policies» [13, p. 11].

Nye considered the soft power of higher education mainly from the perspective of its third dimension. Thus, he writes: «Colleges and universities can help raise the level of discussion and advance American foreign policy by cultivating a better understanding of power and how the world has changed in important ways over the last 20 to 30 years. We can work to install in our students and in a broader public a better appreciation of both realities of our interconnected global society and the conceptual framework that must be understood to successfully navigate the new landscape we face» [13, p. 13].

His most significant successors considering the higher education from the point of view of soft power are S. Lukes [9], E. Ringmar [14], P. Bilgin [4], J. Mahoney [10], P. McGill Peterson [12], T. Hopf [7] etc.

Hopf [7] takes the extreme position calling education, and especially universities and graduate schools attracting foreign students one of the most important institutions of hegemonic reproduction and claiming that the more foreign students a country can educate in its own universities, the more likely its hegemonic ideology will spread throughout the world.

Altbach [2] and McGill Peterson [12] are less categorical in their statements. That authors consider the attraction of students and scholars from abroad to higher education institutions as an effective approach to cultivating individuals who will develop an understanding of a given country, and support for it. From their point of view, it also provides mutual understanding between the countries.

Rather important in the context of our research is the approach by D. Baldwin [3] and S. Lukes [9]. That researchers argue that cultural context is of crucial importance for soft power. Both the content of soft power (what characteristics of a soft power subject are attractive to other participants of the social situation) and its effectiveness (the level of its attractiveness) depend on soft power’s recipient values (what people find important and valuable at a given moment). The sources of soft power do not exist independently from social reality. For us that means, among other things, that the content of the video blogs, the target audience of which are foreign students should to a certain extent match their values and expectations. Otherwise it can even cause rejection and strengthen the intercultural barriers. That’s why in that article we’ll try to answer does the content of the analyzed video blogs match the cultural stereotypes of the foreign students to a certain extent or not. That can be achieved by making the foreigners’ compatriot the video blog’s host, by making the language of the vlog English or the native language of the foreign students. Also, it can be ensuring by taking into account the foreigners’ cultural taboos. For example, if the target audience is mostly Muslim, the female host doesn’t wear the very short skirt.

Also, one of the crucial for us is the research perspective by Cerny [5]. He emphasizes that soft power exists in social bonds, socialisation, everyday perceptions, culture, and discourse. It often depends not on top-down imposition but on bottom-up spontaneity on the part of its so-called ‘target(s)’. From that perspective the video blog looks like one of the best formats to transmit the everyday perceptions, culture, and discourse. It also creates more trust from the side of the target audiences because it’s something «on bottom-up» and not «top-down». So, in that article we’ll try to answer the following question: do video blogs provide the information on the everyday perceptions and practices, host community’s and foreign students’ culture? Or mostly about the education process and some formal parameters like the useful information for applicants, the details about visa or citizenship etc.

Finally, the research of key importance for us is the one by J. Knight [8]. Being the successor of J. Nye, at the same time she takes the contrary position on educational issues. In the «Moving from soft power to knowledge diplomacy» she notes that international higher education is not traditionally seen as a game of winners and losers – it is focused on exchange and partnership and is based on the strengths of countries / higher education institutions and research institutions. In addition, it provides solutions and benefits to all players who recognize in advance that the benefits will differ among the participants in the process.
Thus, we can see that the researchers were divided into 2 camps – those who consider the system of international exchanges as a unilateral process, when a more developed state uses the soft power of education to meet its economic or political interests, and those who believe that the use of soft power should provide both sides of the educational process different (economic, political, cultural) advantages. In the second approach, as a concomitant effect, there is a mutual value and cultural enrichment of both sides of the process.

A. A. Gabrielyan [6] came to the same conclusion claiming that in Western political science today exist two key approaches to assessment of place and role of education in the international arena. He notes that the challenge in the higher education system is the problem of using the idea of «soft power» or its more humane alternative – «soft power with mutual effect».

That approach and that term we take as the basis of our research. So, one of the main goals and perspectives of that research is to reveal the potential of the video blogs as the channels for the impact of «soft power with mutual effect». Inter alia the video blog can be such the channel if it facilitates the adaptation of the foreign students to the local condition, but, at the same time, gives them possibility to influence the local situation and share their values with the local population. Finally, it should create the conditions to minimize the cultural barriers and to maximize cultural exchange. From that perspective in that article we’ll try to answer the following questions: 1) Do the analyzed video blogs give the information for successful adaptation of the foreign students to the local conditions? 2) Do the video blogs reveal the culture and values of the foreign students? 3) Do they provide the discussion and communication or not?

In addition to these questions, we will consider video blogs in terms of their popularity, as well as the topics covered in them. This, among other things, will give an understanding of the value of different topics to the target audience.

To make some conclusions we analyzed 10 vlogs about the education abroad of the students from all over the world, at the same time, making the emphasis at the vlogs of or for the students from Central Asian countries, because they are the most numerous in Russian universities. We also focused on the education in Russia, Kazakhstan, China and South Korea because they compete for the students from Central Asian countries.

Before going to the results of the analysis let’s consider the internationally recognized indicators of quality of universities. That indicators are commonly used in the worldwide university’s ratings and the information about them is usually transmitted through the university sights. For us it’s important to understand which of that indicators are covered in the vlog’s episodes, and which are not.

Thus, China’s definition of world-class universities, reflected in the Shanghai’s ranking focuses mainly on the most measurable indicators, such as citations, publications, Fields Medals, and Nobel Prize awards, especially in the fields that have direct impact on economic development [1].

Talking about the decipherment of THE WUR Oleg Soloviev emphasizes that it is built at such the indicators as quantity of professors, including foreign ones, quantity of foreign. University’s budget, including budget for research. Also important are papers in international co-authorship, total number of papers indexed in WoS, Scopus, income from the real economy etc [11, p. 38].

Rick Van Sant list the following criteria for the world-class university, according to researches: self-positioning, reputation, rating [11, p. 50].

The main components of the world-class university status are global presence, international research communities (networks) involving the best scientists from all over the world, history of breakthrough discoveries, developed infrastructure of campuses, resource availability.

Leadership factors are: high concentration of talented teachers, researchers and students; freedom and autonomy and leadership; the strong base of educational technology; the quality of the graduates and the alumni; perfection in training of students, educational process; research, creativity and dissemination of knowledge; activities contributing to the cultural, scientific and civil life of society; advanced / world-class technologies.
Other significant factors are the percentage of employment after studying at this particular University (in leading universities, this figure is about 94%). A career center in the University where the students can communicate with potential employers. The correct positioning by the University of its subject niche, demonstration of the most advantageous areas of educational and research activity.

A. Torkunov [15], claims that the important factor of the successful distribution of foreign students into the world educational centers is not only the attractiveness of the particular educational systems, but also non-academic factors, such as the cost of living, conditions for obtaining visas, citizenship after graduation, the level of tolerance of society in the host country and the conditions of integration to it. As shows the study of the experience of foreign students in New Zealand, conducted annually by the Ministry of education of this country, these factors become decisive for foreign students when choosing a country for higher education receiving.

As a result of the blogs analysis, we have formed the following classification: 1) blogs that exist within the universities’ Internet channels; 2) personal blogs, conducted by foreign students; 3) personal blogs, conducted by local students, 4) personal or universities’ blogs, conducted jointly by local and foreign students.

For each category, we looked for the blogs with the biggest quantity of subscribers. We reviewed the video blogs of students, as well as the youtube channels of universities with the best reputation and the greatest number of students of such countries as USA, UK, China, South Korea, Kazakhstan, Russia (Stanford and Harvard universities, Oxford, the Korea and Yonsei universities, the universities of Tsinghua and Beijing, MGIMO, RUDN, Moscow state university. Also, as a separate example, we have considered the University of Sheffield’s youtube channel, because it is a bright example of the use of video blogging technologies within the university channel). We considered the universities of the USA and Great Britain, as these countries are recognized leaders in terms of quality and internationalization of the education. These universities and blogs about them can be considered as a kind of model cases. The remaining countries, as already mentioned, have been considered as they compete in the higher education market for students from Central Asia.

The study revealed the following trend. The predominant type is the blogs of foreign students. In most cases, these are not thematic blogs dedicated to studying at the university, but personal multi-themed blogs. Personal blogs in a minority of cases are produced by students regularly. More often this is only one among multiple topics within the blog. In the case of blogs within the university Internet channels, the regularity and structure of the material is expected to be higher, however, the degree of spontaneity and attractiveness for the target audience is lower. In addition, technologies of videoblogging are used for university channels infrequently. Local students often create stories about their studies, but they rarely cover issues related to internationalization. The rarest format is joint blogging about the university by local and foreign students.

The largest number of blogs, as the study showed, is conducted by foreign students of universities in China and South Korea, the number of blogs of students from the US and the UK is also significant, but less. At the same time, not a single blog of foreign students dedicated to studying in Russia or Kazakhstan was found. There are only a small number of blogs about the life of foreigners in these countries, briefly touching the education.

The most common topics are: university admission, one day of life at the university, a dormitory tour, the most common stereotypes about the university, university events (sports events, international festivals, etc.). At the same time, these topics are the most popular, gaining the most views. The format of interviews with foreign students is less common, but no less popular. Also popular are topics such as finding work by foreign students or other forms of earnings, recommendations on how to stop being lazy, etc. A number of blogs cover specific personal topics, such as overcoming depression or sadness, but such videos tend to gain a minimum number of views. Also, not popular are subjects on specialized scientific topics. Rather spread and popular are
stories about the difficulties of living and studying in the country. However, such stories in most cases are descriptive and do not offer recipes out of difficult situations.

Few blogs tell much about the city and the country as well as extracurricular activities at the university. There is no information about the scientific activities and achievements of the university, the contribution of the university and students to the economy and culture, the further destiny of graduates and outstanding graduates. About features of local culture. Information about the culture of foreign students is absent at all.

The assessment of universities in the vast majority of blogs is positive.

Answering the questions posed in the article’s theoretical part, we can say the following. Given the rather spontaneous and unstructured nature of most video blogs, cultural stereotypes of foreign students are almost never taken into account. Video blogs provide a lot of information about everyday life, but little reflect the communication processes between local and foreign students, students and teachers. The cultural characteristics of the host and student countries are also rarely and randomly revealed. Video blogs do not provide sufficient information for successful adaptation (recipes, tips, examples). However, video blogs encourage users to communicate – most there is a significant number of comments and questions, and some have a question-answer format. In general, according to the results of the analysis, it can be concluded that the potential of «soft power with mutual effect» of video blogs in higher education is currently underutilized.

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ВИДЕОБЛОГ КАК КОММУНИКАЦИОННЫЙ ИНСТРУМЕНТ ВЗАЙМНОГО СБЛИЖЕНИЯ ИНОСТРАННЫХ И МЕСТНЫХ УЧАЩИХСЯ ВУЗОВ В КОНТЕКСТЕ РЕАЛИЗАЦИИ «МЯГКОЙ СИЛЫ СО ВЗАЙМНЫМ ЭФФЕКТОМ»

Аннотация
Глобализационные процессы способствуют интенсификации образовательной миграции. Нередко государства заинтересованы в привлечении учащихся из-за рубежа, и как на уровне органов государственной власти, так и на уровне учреждений высшего образования в данном направлении осуществляется целенаправленная политика. Помимо прочего, иностранные студенты являются как объектами воздействия «мягкой силы» государства и его системы высшего образования на этапе выбора зарубежного ВУЗа, так и ее проводниками на этапе обучения и возвращения на родину. В связи с этим актуальным становится вопрос эффективного использования коммуникационных технологий и инструментов продвижения ВУЗов, а также формирования привлекательного образа государства и его ценностей в рамках образовательного процесса.

Вместе с тем, сегодня все большую актуальность приобретает вопрос об этичности использования образования как инструмента «мягкой силы» государства, а также технологий «мягкого» влияния в сфере высшего образования. При этом популярность набирает концепт «мягкой силы со взаимным эффектом». Данный концепт предполагает взаимное влияние государств друг на друга при реализации ими политики мягкой силы, а также, если говорить о сфере образования, взаимное влияние культуры и ценностей местных и зарубежных студентов. Кроме того, в рамках процесса интернационализации образования, требуется не только адаптация иностранных студентов к новым условиям, но и местных студентов ко взаимодействию с иностранцами, а также новым реалиям образовательного процесса. Таким образом, можно говорить о необходимости взаимной адаптации.

Одним из наиболее популярных в молодежной среде коммуникационных каналов является видеоблог. Молодые люди доверяют нравящимся им видеоблоггерам, а также зачастую сами ведут любимые видеоблоги. Это касается и учащихся ВУЗов, которые нередко создают видеоблоги, посвященные образовательному процессу и их опыту учебы за рубежом. Такие блоги могут оказывать значительное влияние на восприятие ВУЗов зарубежными абитуриентами. Авторы статьи анализируют ряд студенческих видеоблогов, выявляя эффективные подходы к использованию технологий видеоблогинга для взаимной адаптации иностранных и местных студентов. В статье сделан акцент на взаимной адаптации российских студентов и студентов из Центральной Азии, т. к. студенты из данного региона являются наиболее многочисленной группой зарубежных студентов в России.

Ключевые слова: видеоблогинг, «мягкая сила» со взаимным эффектом, образовательная миграция, зарубежные учащиеся, взаимное сближение, коммуникационный инструмент.

UDC 659.11

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THE STUDY OF THE APPLICABILITY OF THE PRINCIPLES OF THE AMERICAN ADVERTISING SCHOOL IN THE RUSSIAN SOCIETY (BASED ON EXPERT OPINION)

Abstract
The paper examines the principles of the American School of Advertising and opportunities of its use in Russia according to analysis of expert opinion. The relevance of the study is due to the increased influence of American advertising on dynamically developing Russian advertising, thus providing a promising and important area of study of the national advertising specifics, problems of adaptation of foreign experience to concrete cultural space. The purpose of the study is to identify the most suitable principles of the American school of advertising for the Russian culture based on

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