EDUCATIONAL POLICY OF RUSSIA IN THE FIELD OF HIGHER EDUCATION

Bogdan Ershov¹, Vladimir Chernykh²

¹Doctor of Historical Sciences, Professor, Voronezh State Technical University, 20 years of October street, 84, Voronezh, Russia, E-mail: bogdan.ershov@yandex.ru

²Candidate of Historical Sciences, Associate Professor, Voronezh State University of Engineering Technologies, Revolution Avenue, 19, Voronezh, Russia, E-mail: cher_vladd@rambler.ru

Abstract

The article discusses topical issues of education in higher educational institutions of Russia. It is shown that the world civilization is undergoing unprecedented changes in history and has come to a period when its progress is determined by its intellectual and educational power. Social progress has only one way - knowledge, and there is only one way to overcome the emerging obstacles - intellect. Because of this, the analysis of the formation and development of general and vocational education is of particular interest, since it creates the preconditions for understanding the patterns of this process and at the same time provides guidelines for reflecting on the contours of modern state educational policy, the effectiveness of which depends on understanding the essential properties of its object - the education system. It is necessary to bear in mind the fact that educational policy is not something forever given, it undergoes changes in dependence from the period of development experienced by the country, therefore, a theoretical analysis of its positive and negative aspects is necessary.

Keywords: country, society, education, person, intelligence.

I. INTRODUCTION

The relevance of the research is due to the need to understand the policy of States in the field of education, which would make it possible to focus education on a sustainable basis, integrated development of society on the principle of appropriate action of socio-economic and political justice.

Scientific research of the problem is relevant to the peculiarities of Russia's entry into market relations and new needs of society. The relevance of the research is also determined by the importance of scientific search for new ways to solve problems, identify its essence, and patterns of development. In the conditions of a transforming society, a fundamental problem is of particular importance - the awareness of young men and women in the process of education of their place and vocation in the new system of emerging socio-political relations. Modern student youth is a leading force, the basis for recruitment in all areas of society. The success of society in all its spheres depends on a science-based educational policy and upbringing.

The goal of state policy is to ensure that the moral heritage of the people in the educational process contributes to the formation of a sense of national pride, national identity, a sense of pride in their statehood, respect for each other and, ultimately, should contribute to the formation of a high political culture among young people.

II. METHODOLOGY

The methodological basis of the research consists of: general scientific principles: dialectical logic (contradictions, consistency, unity of analysis and synthesis, ascent from the abstract to the concrete,

comprehensive consideration); the principles of comprehensiveness of research and complementarity; formal logical principles, general sociological principles; development and general communication, objectivity and historicism, principles and methods of political science (institutionalism, behaviorism, comparative studies), empirical methods: observation, analysis of statistics and documents. All this makes it possible to comprehensively study the state and development prospects of the modern state educational policy of the Russian Federation.

The theoretical basis was the works of domestic and foreign scientists who develop concepts for the development of education systems and ways to improve the state educational policy.

The empirical basis of the study was the materials of state reports on the current state of the education system, parliamentary hearings of the All-Russian sociological monitoring. State statistics, data from specific sociological studies, and legal acts of the Russian Federation were also used.

III. DISCUSSION

On the subject under study, the works of scientists are noteworthy, which address the problems of forming a national pedagogical school, and clarify the role of the state in the development of public education. Works of this kind originate from the XIX century. Questions of state policy in the field of education were covered in the research of K. I. Arsenyev, A. Oskolsky, V. p. Bezobrazov and others. At the end of the XIX - beginning of the XX century, the fundamental research of N. R. Avinov, E. A. Zvyagintsev, S. A. Knyazkov, K. I. Serbov, and N. V. Chekhov appeared.

They discussed the history of public education in Russia, the reform activities of Russian sovereigns, the role of the state and society (Zemstvo) in the Russian enlightenment. After the revolution of 1917, questions of state educational policy were raised in speeches and articles by V. I. Lenin, A.V. Lunacharsky, N. K. Krupskaya, A. S. Bubnov, I. V. Khodorovsky and others. They were mainly devoted to the formation of the concept of the Soviet school and the approval of the principles of the formation of the party-state model of education management. A special place is occupied by the works of scientists who analyze the system of party leadership and state education management in Russia.

These works reflect a certain balance of state, party and public interests observed in the real Soviet reality in solving actual problems of education. However, the researchers avoided any criticism or discussion of obvious mistakes in the field of state educational policy.

IV. RESULTS

The research carried out shows that in modern conditions higher education is the most important sphere of state life. Education is recognized as the main factor in the development of the country's intellectual potential, competitiveness, as well as a fundamental condition for the implementation of civil, political, economic and cultural human rights. It is therefore no coincidence that the formation of a purposeful, clear-cut, prioritized state policy in the field of education is one of the urgent tasks facing the modern Russian leadership.

To a large extent, much depends on the activities of the education system and the state policy that regulates it - the quality of the national elite, its ability to consolidate the nation, determine the main strategic guidelines in the development of Russia, find and effectively use all the resources necessary to achieve the country's goals.

The analysis carried out in the article showed that scientists distinguish several approaches to the essence of higher education:

- 1) As an integrating system that directs all types of educational activities to a social order, to the socio-cultural problems of society (V.Y. Nechaev);
- 2) As an organized activity of people aimed at assimilating the accumulated values of culture in order to reproduce a personality that is adequate to the social nature of a given society (V.A. Dmitrienko, N.A. Lyuria);
- 3) As a process of constant transfer by previous generations to subsequent generations of socially significant experience, the organization and norms of which are set by the needs of society (G.N. Zborovsky, L.N. Kogan);
- 4) as a social institution that performs the functions of preparing and including an individual in various spheres of society's life, preparing a person for life and work, and the process and result of assimilating

systematized knowledge, skills, and abilities acquired by an individual independently, or in the process of learning in educational institutions (O A. Anikeev).

Summarizing the positive characteristics of the higher education system presented in the theoretical positions we have studied, we propose to understand the institution of higher education as an integrative system of activities of the individual, the state and civil society, characterized by specific goals and functions, realizing both the needs of the state in the formation of a highly professional administrative elite and the needs personality and civil society in the comprehensive development and strengthening of the intellectual potential of the country.

V. CONCLUSION

In the proposed article, research tasks are solved to a certain extent, the goal is achieved, and scientific provisions are disclosed. In the course of our work, we came to the conclusion about the priority of higher education problems in the development of modern Russian society, the need to transform the educational system in accordance with the processes of globalization, as well as structural changes in society.

The key to a successful educational policy in the region, according to the results of the study, is its formation, taking into account the ratio of educational, intellectual, and personnel needs of regional labor markets with the needs of the population in the field of higher education.

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