

Directions of Formation of Educational Policy of Russia in the Conditions of Globalization of World Economic Relations

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Abstract—The author considers the features of the educational process, taking into account the conditions conducive to effective activity in the field of education. Also, the conditions influencing this sphere in a negative way are investigated, external and internal factors of determination of modern educational policy are defined, and possible directions of formation of perspective system of education in the conditions of globalization are given. The author considers the first task of educational policy in the context of globalization at the present stage to achieve the modern quality of education, its compliance with the current and future needs of the individual, society and the state, the organic entry into the fairway of the international education system.

Keywords—*educational policy; educational process; globalization; global education; international education; reforming; perspective system of education*

I. INTRODUCTION

The educational system is the most important institution of society that determines the face of modern civilized development. Today it is a lever to solve many national problems, and the path to progressive development.

The formation of modern educational systems today is a holistic process of continuous change and development of their constituent elements with a focus on the integration of national systems into a single global educational space. Like other public institutions, education is becoming increasingly open to international cooperation. Moreover, because of the special role of knowledge, education is one of the decisive elements of "high" world politics. Under the influence of major political and economic changes taking place in the world, the evolution of the value systems of many countries, as well as in the face of global challenges to humanity, modern education is becoming global. The consolidation of world education can be successfully developed only in the presence of a favorable international legal environment. Its creation is provided by two parallel processes: the development of relevant organizations and institutions of international legal acts of a global nature and the development and adjustment of national legislation in the field of education so as not to create legal barriers or legal discrimination in international educational cooperation [1].

Trends to the transformation of modern education into a complex specialized system, with its own laws of functioning and development, integration and universalization led to the understanding of education as a systemic factor in the transformation of society with the existing common, unified system of human values.

II. OBJECTIVES AND METHODS

The purpose of the publication is to analyze the scientific literature, regulatory and legislative framework and the results of research on the state educational policy of the Russian Federation in order to identify external and internal factors determining the modern educational policy and possible directions of formation of a promising education system in the context of globalization. The study used the following methods: systematic approach, comparative analysis, analysis of official statistics method of analysis of documents.

The results of a theoretical understanding of important aspects of policy in the education system in recent years are presented in the scientific works of E.P. Belozertsev, A.P. Valitskaya, V.I. Zhukov, A.P. Liferov, L.I. Lurie, O.A. Nesterchuk, S.I. Plaksii, V.I. Soldatkin, O.N. Smolin, E.V. Tkachenko, etc. So, V.I. Soldatkin [2] defined the problems of educational policy of the state as independent spheres of society. In the work of these scientists, there is an analysis of socio-political determination of the education system, the relationship of politics and education, the content of social imperatives, priorities of modern state educational policy, the mechanism of their implementation, reveals the political specifics of the Russian state in the field of higher education. A.P. Liferov [3] considers a set of prerequisites, principles and forms of interstate cooperation in the field of education, analyzes the problems associated with the entry of domestic higher education into the world educational space, and considers possible scenarios for the development of integration processes. In the writings of O.N. Smolin [4] educational policy is analyzed in the context of regulatory problems, system coverage of educational policy from its philosophical foundations to program documents and practical measures is presented. They substantiate the need to change the legislative paradigm in the field of higher

education, as well as the construction of new principles of this policy. The General purpose of his work can be described as the identification of new trends in the development of educational policy in the Russian environment. Based on the results of the analysis of the provisions and conclusions noted in the studies of Russian scientists, the most valuable approaches are identified for the development of both the methodological foundations of state policy in the field of education, and the conditions that allow for the organic entry of domestic educational policy into the fairway of the international education system.

III. RESULTS AND DISCUSSION

Russian society is going through a period of profound structural changes that have occurred both in itself and in education, the meaning and importance of which are due to the search for new priority areas, technologies and mechanisms for their implementation in the educational sphere, corresponding to modern trends in the development of our society [5].

Modern conditions of social life are associated with new, previously non-existent or previously unimportant difficulties in the organization of educational activities. At the same time, it is necessary to distinguish the conditions promoting effective activity in the sphere of education, and the conditions influencing this sphere in a negative way. There are options for classifying factors that affect education on two main grounds: the direction of their influence on education, as well as their external or internal nature – on this basis, the possibilities of the impact of society, its individual spheres, especially politics and the economy, the state and its institutions on education are determined. If such factors are in the sphere of possible impact of various social institutions in these specific historical conditions, they belong to a group of internal factors, and, conversely, factors outside the sphere of possible impact of social objects belong to a group of external. In our opinion, internal factors are of the greatest importance for the revitalization of the state in the field of education. Both of these features are closely

relate, since an assessment of the internal or external nature of a factor is possible only when it is established whether it is negative or positive. If, however, a presumed factor is neutral in relation to education, there is no question of assessing the internal or external nature of that factor.

A specific factor determining education is policy, which, as an instrument of conscious self-regulation of society, can be applied to a variety of social phenomena: those that require constant power regulation, and those that temporarily acquire political significance [6]. Covering many economic, social, spiritual and other phenomena, politics does not replace them, but gives them a special aspect — makes them the object of the influence of state power.

Educational policy — the General policy of the state in the field of education, including goals and objectives of the strategy of educational activities; a set of measures implemented by the state and its bodies in relation to education as a social institution; social, legal, economic, cultural and other areas of domestic Russian policy.

The main external factors determining the modern educational policy include the globalization of social development and the presence of civilizational differences between peoples and States.

Globalization is a historical process that has lasted for many centuries and has not yet been complete, the essence of which is the sharp expansion and complication of relationships and interdependencies, both people and States, in the formation of the planetary information space, the world market for capital, goods and labor. In particular, the internationalization of the problems of technological impact on the environment, ethnic and religious conflicts and security is taking place. The priority role in the process of globalization, due to the development of scientific and technological progress and the comprehensive technologization of the advanced countries of the world community, belongs to education. Globalization is manifest in several interrelated forms, the main of which are presented in “Table I”.

TABLE I. FORMS OF GLOBALIZATION

Form of globalization	Characteristic
Ideological globalization	The phenomena of social life are perceived through a conglomerate of views, which are reduced, in General, to emphasizing the role and importance of global principles in the life of modern humanity and placing emphasis on their positive content.
Political globalization	In many ways, it is fuelled by the ideas of ideology, based on the interests and capabilities of States and groups that benefit more than others do from the modern processes of globalization, especially in the financial and economic part of them.
Economic globalization	It is the formation of international markets for capital, labor, goods, services (including education) and economic forms, the consolidation of the organizational structures of the economy up to the creation of super-companies, which through economic domination can weaken the role of national States.
Information and communication globalization	Currently, it is the most indicative of the integration processes and includes the development of communication capabilities and the use of outer space for information transmission; manifestation and rapid growth of global information networks; computerization of many processes of human life.

Globalization is driven by major global trends:

- rapidly increasing difficulty artificially created by the man of their habitat – techno sphere;
- depletion of the planet's natural resources;

- the need to abandon the currently dominant paradigm of extensive development of civilization;
- the need to find a solution to the complex problem of our time – the survival of mankind as a species;

- transition to a new paradigm of sustainable and safe development of the world.

These trends are manifested and accompany the development of new processes, the most important of them are the following (see "Table II").

TABLE II. PROCESSES OF GLOBALIZATION

Globalization trends	The process of globalization
globalization of geopolitics	creation of supranational institutions to solve global security problems
глобализация экономики	creation of transnational corporations, international division of labor
globalization of information	the development of the Internet
globalization of science	creation of international creative teams of scientists who work on common scientific projects, as well as in the processes of international exchange of scientific information
globalization of education	development of distance education systems, open universities, professional development
globalization of culture	creation of electronic libraries and electronic museums, etc

These characteristics of globalization are, in our opinion, rather objective. Subjective characteristics include those manifestations of the globalization process that are caused by the policies of individual countries in a particular sphere of human activity and life of society, for example, the expansion of American capital through transnational corporations and banks in most countries of the modern world, the dominance of Western culture in the media, and so on.

Education is at the epicenter of globalization, causing the formation of a new generation of professionals who will make decisions on all key issues of politics, Economics and Finance, education and upbringing, social and natural Sciences, culture, information and communication, building the society of the future [7].

However, there is no consensus in the approaches to the definition of the scope and content of the concept of "global education", developed within the framework of modern domestic and foreign social Sciences and Humanities.

The term "global education" is understood as education, which is based on the ideas of humanism, the desire for mutual agreement, peaceful resolution of social and political conflicts, mental and moral health, and wide openness to the world, awareness of its inextricable connection with the world.

In addition, in connection with the global changes taking place in the world, there are many new concepts that are in one way or another connected with the globalization of education: integration, international educational space, information and some others [8].

S.L. Zaretskaya rightly emphasizes that theorists understand the impact of globalization on education very ambiguously. "If there is some agreement between experts on the concept of internationalization of education (in fact, internationalization is recognized as a synonym of the international co-provider of education), the globalization of education is interpreted in its own way" [9].

The remarkable position of A. Cropley [10], which introduces the problems facing the global education and training in the methodological context, is seen. Global education, according to A. Cropley, is a strategy of teaching-learning process whereby students learn about global problems and acquire their knowledge by using the method of integration. Thus, global learning has two characteristics:

on the one hand, it is associated with global problems and involves a multidisciplinary approach in the organization of teaching and learning. On the other hand, it is a learning process that affects different levels, from the individual through the sociocultural environment to which the individual belongs, to the whole nation. Therefore, the development of the global learning strategy faces a double problem: to use both a horizontal approach that integrates knowledge between different disciplines, and a vertical approach that combines scientific and public experience [11].

When considering the problems of global education, both foreign and domestic scientists often use the term "international education" [6], implying a cross-disciplinary study of international and intercultural problems of education in their social context. International education, however, is not limited to purely academic tasks, since it includes all educational attempts aimed at fostering an international orientation of knowledge and worldview [12].

The education system, as the main state and public institution, is responsible for the organization of a common spiritual space, spiritual reproduction, functioning and development of an integral society, preparation of the individual for a supra-ethnic reality. At the same time, education is a kind of "victim" of globalism. This is evident, first that the government often "takes" of education. Secondly, the market of educational services began to develop rapidly. Moreover, education has become an attractive strategic investment project. Thirdly, there is a radical redistribution of demand and supply in the world of educational services. Business education and "pragmatic education" come to the first place, so the most important players and consumers of education are corporations, first, large ones. They not only form the market, but also become providers of education through the creation of "corporate universities" [13]. Fourth, the Internet technology has questioned elaborated centuries the value of education, such as academic, personal nature of communication of teacher and student, the elite, education. Higher education of the elite is becoming a mass. In all developed countries, not only is secondary education universal, but higher education is becoming increasingly compulsory for most young people in the transition to a world of work.

It should be noted that globalization entails a whole chain of negative consequences: mass culture, the imposition of international civilizational matrix and behavior patterns, the

marginalization of cultural and educational models, which are largely linked to the historical memory of peoples. In this sense, globalization not only promotes cultural exchange, rapprochement of different peoples, but also to some extent "blurs" the socio-cultural foundations of national identity, creates conditions for conflict with national traditions and values. According to A.I. Galagan, globalization implies a fundamental change in the world order in which national boundaries lose their importance, that is, globalization denies the existence of national boundaries and, consequently, the very viability of the University as a public institution [14].

Global education is not just a set of national educational spaces and systems, it is a special "megasytem", where the goals of national and world educational policy are set and implemented, where there are specific links and relations between States and their educational systems aimed at expanding opportunities for personal development.

Fundamentally important in the system of global education is the idea of personal responsibility of each person for everything that happens in the natural and social world of the planet. Education of a new culture of personality is the most important task of global education. Adjustments in the content of education are based on the implementation of the principle of problem integration, when the subject of cognitive activity of students are themselves global problems, their causes and solutions. The purpose of their study is to develop students categorical structures, criteria schemes and a common approach to decision-making, namely: human sensitivity to problems and contradictions, versatility and alternative analysis, flexibility and criticality of the mind [15].

The main manifestations of globalization in education are:

- the emergence of a global education market, both traditional and virtual;
- the emergence of multinational educational corporations;
- informatization of education as a management resource and as a learning technology;
- the interpenetration of the educational and social systems;
- integration, both in education systems and in society;
- standardization of educational systems and cultural values.

At the domestic level, the conditions affecting education policy include the need to ensure the national security of modern States; the desire to preserve the national identity, cultural identity and mentality of peoples; the transition to a new state, a democratic type of political regime.

In accordance with the above conditions of determination of modern educational policy, the state policy and education development programs should proceed from the following fundamental approaches:

- education in conjunction with socio-political institutions, the media, as a key means of formation in a democratic state;
- education in conjunction with culture, based on national and historical traditions, taking into account world experience, as a determining factor in the formation of a highly moral, spiritual, intellectual and physical personality;
- education in conjunction with science, as the main factor in the creation of Russia's highly efficient economy on a fundamentally new production and technological basis, within the new production and market relations and the transition of Russia in the information phase of development [16].

Thus, the main goal of the educational policy should be the transformation of the education system from a second-rate, "expensive" sphere into the most priority, leading part of state construction and policy.

IV. CONCLUSION

Modern Russian educational policy, taking into account the globalization processes and the trend towards integration of the world educational systems, is design to preserve the national identity of our country and create conditions free entry into a single cultural and educational space.

The defining directions of the formation of a promising system of education in the context of globalization include:

- improving the quality of education through fundamentalization, application of new approaches using new information technologies;
- ensuring the advanced nature of the entire education system, its focus on the problems of future civilization;
- making education more accessible to the population by making extensive use of distance learning and self-education opportunities using information and telecommunication technologies;
- Implementation of the transition from mass reproductive to active-activity education system, which allows creating the necessary conditions for the identification and formation of creative individuality of the future specialist.

However, the reform of Russian education is often carry out by transferring certain Western educational models to Russian soil. Of course, it is important and necessary to take into account the Western experience, but the simple transfer to Russia of models of education and ways to reform it seems ineffective and not all useful: first, copying Western models is unacceptable because different educational systems are based on their own specific traditions, principles, techniques leading to different socio-political results and values. Secondly, the object and subject of the educational process is a person who comprehends and transforms himself, which is "formed" in the semantic field of certain mores,

values, ideals inherent in this society, so education is designed to be national in content and character and only in form – international. The changed role of knowledge in modern society, Informatization, as a new factor of the global order, allows us to confidently state that education today occupies a leading role in the structure of the total social practice, increasingly determining the pace and quality of its development, becoming one of the leading factors of social progress and the most important source of formation of the intellectual environment of a transitional society [17].

It is also necessary to take into account the competence and other business and personal qualities of the new generation of professionals who will make decisions on all key issues of politics, Economics and Finance, education, social and natural Sciences, culture, information and communication, building the society of the future.

Specific expressions of strengthening the role of the state in the educational sphere are the state's political guidelines and legislative conditionality of education, the introduction of state educational standards in General practice, the expansion of state funding of educational institutions, the preparation of socio-professional recommendations for state bodies of different levels, the strengthening of state control over the activities of educational structures.

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