

Trends in the Development of Educational Policy in Russia in Accordance with the Socio-economic Needs

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Abstract—The article examines the main trends in the development of educational policy in the Russian Federation. The Specific features of continuing professional education has been considered, and directions for ensuring the quality and accessibility of education have been determined. It is noted that at the present time, the most important and complex link of modern innovative scientific and educational systems is education and training for effective innovation activities. The attention is focused on the fact that education should present such a social institution that offers a diverse set of educational services to a person. It was summarized that in order to meet the modern needs of society and the innovative development of the economy, it is necessary to create conditions for the formation of flexible methods or approaches.

Keywords—*educational policy; educational trends; educational space; quality of education; educational potential*

I. INTRODUCTION

The educational system of Russia, despite the economic difficulties and numerous organizational and legislative changes, remains a part of the world education that is unique in its scale and potential opportunities. In the new socio-economic conditions, the contradictions between: the content of general and higher education, on the one hand, and the changing needs of the economic and social sectors in the development of high-tech information technologies, on the other hand, are becoming more and more obvious; the level of general and vocational education and the employability of young people in society; freedom of students in the choice of content and forms of education and the provision of state guarantees of accessibility and equal opportunities for obtaining a full-fledged education.

Hence, the priority of education is not only in the social, but also in the economic policy of the modern state. In practice, this priority means purposeful development of education in the interests of human capital growth, and on this basis - in the interests of managing the future, solving existing and preventing the emergence of new social and

economic problems, in the interests of the country's security, strengthening the international positions of the state and ensuring the growth of competitiveness that corresponds to the basic principles of state policy on legal regulation of relations on education [10].

II. OBJECTIVES AND METHODS

The purpose of the publication is to analyze the scientific literature, the regulatory framework, and the results of scientific research on the development of the education sector to determine the main trends in the development of educational policy in Russia in accordance with the socio-economic needs of society. The study used the following methods: a systematic approach, comparative analysis, retrospective analysis, analysis of official statistics, a sociological study; document analysis method.

All the economic programs, political decisions are based on a certain type of self-awareness, human knowledge, built into an appropriate educational system. Modern civilization is not only a product of technological advances, but, above all, could be seen as a product of a certain worldview centered rationalism.

Today it is absolutely clear that the form of rationality previously dominated the world and provided a fairly high standard of living for a small group of countries is not universal, because it does not meet all cultural and value orientations not only at the level of harmonious development of civilization, but simply its survival.

This was probably what N.A. Berdyaev, noting that: "Economism of our historical epoch is a violation of the true hierarchism of human society, the loss of the spiritual center" [2].

Recognition of this fact was also consolidated in the documents of major international organizations: "A world based only on economic and political agreements of governments," says the preamble of the UNESCO Constitution, cannot win the unanimous, strong and sincere

support of the peoples; it should be based on the intellectual and moral solidarity of humanity” [17], therefore modern education, as one of the main public institutions responsible for organizing a common spiritual space and ensuring the possibility of self-realization of a person regardless of nationality, should solve the educational task assigned by ethno-cultural specificity integrative nature: find ways to achieve (cultural convergence, consolidation) supra-ethnic cultures o-value unity on the basis of national-state idea, and providing general civil identity, and the implementation of ethnic and cultural identity of the individual [12].

The potential of education will always be expressed in the fact that a person is in the center of his numerous interactions with other people, respectively, regardless of the epoch, the social potential of education as a system will consist in its actual impact on the lifestyle of individuals expressed in preparing them to master the new content of various forms of life, the development of spiritual needs and the formation of the concept of life.

III. RESULTS AND DISCUSSION

A. Current Trends in the Impact of Education on the Socio-economic Sphere

In recent years, the concept of a humanistic orientation of scientific and technological progress has attracted increasing attention, when "Man becomes a non-vanishing goal, a historical constant, and the foundation of social development" [1].

Such a transition is impossible without an adequate intellectual potential, the formation of which is one of the tasks of modern education. V. Kinelev defined it as the fundamentalization of education based on the organic unity of its natural science and humanitarian components. Its implementation will require a return, albeit at a higher stage of development, "to holistic knowledge, a single world order" [3]. On the specificity of this task is that education should ensure humanity not the assimilation of any one political idea, not a specific narrow value orientation, but the simultaneous mastering of three basic levels of values: ethno-cultural, national and universal.

The functioning of the spheres of culture and education in each specific country or region opens up the richest opportunities for interaction, drawing together national educational spaces and their gradual consolidation, creating a multicultural education space. Multicultural education space is a dynamic system of different-sized and heterogeneous cultural fields of mutual influences and interactions of subjects of education that act as carriers of a certain cultural and subcultural experience [4]. Russia's integration into the multicultural and international educational space is becoming not only an inevitable process, but also a factor of the viability of the Russian higher education system. The issue is to ensure the efficient integration of Russian higher education in the space of European higher education, as well as in the European research space [5]

Another general trend in education is its democratization manifesting itself in real framework to create equal chances

for all in obtaining quality education, in its growing differentiation and individualization, as one of the ways to satisfy the diverse interests and inclinations of students.

The trend of continuity of education is one of the core values of every public individual. Its integrating function stems from the need to ensure that each person has professional competence and mobility, both pendulum and linear, the possibility of permanently expanding their horizons and raising the level of culture [6]. Continuing education involves the education and self-education of the individual, the development of various abilities and talents in humans, the desire for continuous improvement of the intellect through the realization of their own needs, skills and abilities to learn, acquire and systematize knowledge.

In addition, the specifics of continuing professional education is associated with the need to take into account the age characteristics of trainees in relation to various levels of education, dosing of professional knowledge, and unlocking creative potential in the process of personal and professional growth.

A significant role here is assigned to e-Learning distance learning technologies, gradually, although still fragmentary, being implemented in domestic universities. Foreign practice shows that this form reflects the new paradigm of organizing the educational process "lifelong learning" and is an effective element of educational systems. It can be noted that the cost of training a student using distance technology is substantially less compared to the traditional model. At the same time, the use of remote technologies can be implemented only taking into account all the features of the organization of the educational process, regulated by legal and procedural documents, decisions of the Academic Council of the university, protocols of meetings of departments. For example, in absentia, such features are the installation lectures, the definition of the subject of abstracts, the independent work of students on the offered material, etc. It is often difficult for an external student to study the material on his own initiative at a level sufficient to pass the final control successfully. This cannot be explained in all cases only by lack of interest, inability or unwillingness to learn. There is a demand for closer interaction with a teacher, which would help to identify the main stages of studying the discipline, to prioritize the study of didactic units of material. Organizational and methodological recommendations are included in the content of the distance course, as well as online consultations or virtual seminars and webinars are provided. At the same time, one has to take into account the degree of accessibility of the Internet in remote regions of Russia.

The advantages of the introduction of distance learning in the domestic system of higher education are:

- Improving the competitiveness of the university in the domestic and foreign educational services market;
- Solving the problem of the student's geographical distance from the place of study;

- Ensuring prompt communication with the teacher via e-mail or other Internet technologies;
- General improvement of the educational process [16].

The development of the system of continuous education allows creating conditions for the formation of flexible educational trajectories, ensuring the reaction of the educational system to the dynamically changing needs of the individual, society, and economy. At the same time, there will be opportunities for equalizing access to quality education at all levels of the educational system.

The all-Russian system for assessing the quality of education is based on the principles of coverage of all levels of general education by procedures for assessing the quality of education, participating in building this system (in terms of general education) of educational authorities at all levels (federal, regional and municipal) and educational institutions directly. In all legal documents, the quality of education is declared as the leading priority in the field of science, culture and education. Countries implementing state human resource development programs, in which education is leading in the system of priorities for social and economic investment policy, achieve impressive indicators of economic and social development [11].

Improving the quality of education in modern conditions is possible only if provided enhancing innovation processes in this area, ensuring the integration of educational, scientific and practical activities. This will solve the problem of closure of the education system, open it to external influences, and will lead to constant updating of educational content and learning technologies [7]. At present, the most important and complex link in modern innovative scientific and educational systems is education and training for effective innovation activity [15]. To solve this problem, training programs are developed for potential participants in innovation activities. It is important to note that such training programs should be a necessary component of the system of infrastructure support for the university's innovative activities and constitute an additional direction for the development of this system. There is an obvious need to move from discrete educational programs to the creation of a single center for innovators facilitating the acquisition of managerial skills by the authors of innovative projects. This would ensure the innovative development of the university, improve the quality of selection of projects for placement in business incubators and further increase the chances of innovative enterprises to attract foreign investment [9]. The algorithm of interaction of the center of innovative education with other components of the system of infrastructure support for innovative activity of the university should be constructed as follows:

- University (idea)
- Center for Innovative Education (business plan, project)
- Business Incubator (small innovative enterprise)
- Technopark / Trading House [14].

Ensuring the availability of quality general education should first of all be aimed at leveling the starting opportunities for general education — this will reduce social differentiation, lay the necessary foundation for improving the quality of education, social, territorial and educational mobility of children and young people.

Increasing the investment attractiveness of the education system will solve the problem of a shortage of qualified personnel in the education system, increase its managerial potential, ensure the development of the resource base, and introduce new technologies in the educational process. The classroom system is being modernized everywhere, forms of education that develop autonomy, responsibility, stimulating activity (business games, discussions, school councils in various areas, etc.) are being massively introduced. One of the principles of Russian higher education is the fundamental nature of education, and one of the strengths of the Russian education system is that students from junior courses begin to study science under the guidance of experienced scientists. From the very beginning they become part of the scientific school and get the opportunity to communicate with scholars of different generations and ages. Productive cooperation with young people is laid in the secondary school, where leading university professors teach talented children, thus preparing future applicants, and then students of Russian universities [8].

Of course, there is a general tendency to turn education into a priority object of financing. Its development is important both from the point of view of enhancing the general potential of world education, and from the point of view of the qualitative leveling of the individual constituent elements. Thus, the implementation of an innovative version of economic development suggests an increase in total spending on education from 4.8 percent of gross domestic product (in 2007-2008) to 7 percent in 2020, including an increase in budget spending from 4.1 percent to 5, 5 - 6 percent of gross domestic product [13].

IV. CONCLUSION

In general, in the process of ensuring the quality of education, the following areas can be identified:

The first is the state policy in the field of education aimed at improving its quality. This policy is reflected in a number of federal laws and federal programs (Federal Law "On Education" [18] Federal Law "On Higher and Postgraduate Professional Education"; Federal Program for the Development of Education, etc.). In these documents, the task of improving the quality of education is set in its entirety and significance.

The second is the criteria, standards, and quality standards of education established by the state and recognized by society. Currently, an important means of ensuring the quality of higher education (in substantive terms) is the Federal State Educational Standard, a complex of legislative, organizational and methodological documents determining the structure and content of educational programs. The introduction of the Federal State Educational Standard created the conditions for a balanced reflection of

the interests of all subjects of education in the context of expanding academic freedoms, developing the variability and flexibility of the educational content, raising the requirements for the level of education, professional mobility and competitiveness of graduates. The Federal State Educational Standard reflects the basic conditions, values, cultural and historical parameters of modern education, establishes state guarantees of citizens' rights to quality education, puts forward requirements for educational outcomes, but leaves the educational institution free to choose the means and methods to achieve them.

The third is the objective conditions that contribute to the achievement of a certain quality of education. This refers to the professionalism of the teaching staff, the quality of curricula, the quality of teaching and learning materials, the level of development of the material and technical base of the educational institution, and the development of the information infrastructure.

The fourth is specific technologies of the educational process, forms and methods of educational work, methods for assessing the quality of education at various stages.

The fifth is the quality management mechanisms at the school.

The tendencies towards the transformation of modern education into a complex specialized system, having its own laws of functioning and development, led not only to understanding education as a systemic factor in transforming society with its common, unified system of universal human values, but with its specific manifestation depending on specific conditions of development, and also determined the strategic goal of the state policy in the field of education: "increasing the availability of high-quality education that meets the requirements of innovative development of the economy, the modern needs of society and every citizen"[13].

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