

Artículo de investigación

**Reforms in the field of secondary and higher public education in the Russian Federation as a factor of modernization at the present stage**

**РЕФОРМЫ В СФЕРЕ СРЕДНЕГО И ВЫСШЕГО ГОСУДАРСТВЕННОГО  
ОБРАЗОВАНИЯ В РОССИЙСКОЙ ФЕДЕРАЦИИ КАК ФАКТОР  
МОДЕРНИЗАЦИИ НА СОВРЕМЕННОМ ЭТАПЕ**

Reformas en el campo de la educación pública secundaria y superior en la federación de Rusia como factor de modernización en la actual etapa

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**Abstract**

Today the level and quality of education have a direct impact on the economic development of any country. Over the past 10-15 years the Russian state and society have been going through a difficult and ambiguous period of reforming all spheres of life. Obviously the ultimate goal of these reforms is accelerated modernization, a breakthrough in socio-economic and political well-being, the creation of a strong, stable state, the formation of a prosperous society. As a methodology of research the authors used the analysis of scientific literature on the theory and practice of education management; the study of official documents, materials of meetings, conferences, symposia on the stated problem; socio-pedagogical monitoring of the municipality using the methods of mass surveys, content analysis, social, psychological

**Аннотация**

Сегодня уровень и качество образования оказывают непосредственное влияние на экономическое развитие любой страны. За последние 10-15 лет российское государство и общество переживает сложный и неоднозначный период реформирования всех сфер жизни. Очевидно, что конечной целью этих реформ является ускоренная модернизация, прорыв в социально-экономическом и политическом благополучии, создание сильного, стабильного государства, формирование процветающего общества. В качестве методологии исследования авторы использовали анализ научной литературы по теории и практике управления образованием; изучение официальных документов, материалов совещаний, конференций,

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and pedagogical experiment, observation. In conclusion the authors come to need for a well-functioning system of training highly intelligent specialists who will be able to work effectively in high-tech manufacturing of the 21st century of the Russian Federation. New time puts forward new requirements for education, including such as the creation of conditions for mass vocational education while preserving elite higher education based on the principles of the selection of applicants, as well as providing opportunities for citizens at any age, at any time, anywhere, regardless of social status receive any necessary quality education.

**Keywords:** Elite higher education, higher education reforms, pedagogy, social institutions, Russia.

симпозиумов по заявленной проблеме; социально-педагогический мониторинг муниципального образования с использованием методов массовых опросов, контент-анализа, социального, психолого-педагогического эксперимента, наблюдения. В заключение авторы приходят к необходимости отлаженной системы подготовки высокоинтеллектуальных специалистов, которые смогут эффективно работать в высокотехнологичном производстве 21 века Российской Федерации. Новое время выдвигает новые требования к образованию, в том числе такие как создание условий для массового профессионального образования при сохранении элитного высшего образования на основе принципов отбора абитуриентов, а также предоставление возможности гражданам в любом возрасте, в любое время, в любом месте, независимо от социального статуса, получать любое необходимое качественное образование.

**Ключевые слова:** элитное высшее образование, реформы высшего образования, педагогика, социальные институты, Россия.

## Resumen

Hoy el nivel y la calidad de la educación tienen un impacto directo en el desarrollo económico de cualquier país. En los últimos 10-15 años, el estado y la sociedad rusos han pasado por un período difícil y ambiguo de reformar todas las esferas de la vida. Obviamente, el objetivo final de estas reformas es la modernización acelerada, un avance en el bienestar socio-económico y político, la creación de un estado fuerte y estable, la formación de una sociedad próspera. Como metodología de investigación, los autores utilizaron el análisis de la literatura científica sobre la teoría y la práctica de la gestión educativa; el estudio de documentos oficiales, materiales de reuniones, conferencias, simposios sobre el problema planteado; Monitoreo sociopedagógico del municipio utilizando los métodos de encuestas masivas, análisis de contenido, experimento social, psicológico y pedagógico, observación. En conclusión, los autores necesitan un sistema que funcione bien para capacitar especialistas altamente inteligentes que puedan trabajar eficazmente en la fabricación de alta tecnología del siglo XXI de la Federación Rusa. New time presenta nuevos requisitos para la educación, que incluyen la creación de condiciones para la educación vocacional masiva al tiempo que preserva la educación superior de élite basada en los principios de la selección de solicitantes, así como brinda oportunidades a los ciudadanos a cualquier edad, en cualquier momento, en cualquier lugar, independientemente de su estatus social, reciba cualquier educación de calidad necesaria.

**Palabras clave:** Educación superior de élite, reformas de la educación superior, pedagogía, instituciones sociales, Rusia.

## Introduction

General education is aimed at the intellectual, moral, emotional and physical development of the individual; the formation of a common culture of the individual; development of the ability to adapt to life in society and laying the foundations for people to make a conscious

choice of a vocational education program and successfully master it.

Vocational education is aimed at the continuous development of the personality, in the process of which the development of professional qualifications, as well as the preparation of a

person for work in the profession. Since in the Russian Federation all programs, with the exception of general education programs, along with obtaining diplomas or diplomas and degrees lead to professional qualifications and entitle a person to work in a specialty, they are called professional education programs.

Citizens of the Russian Federation are guaranteed the opportunity to receive education without any conditions and restrictions, regardless of gender, race, nationality, language, origin, place of residence, health, etc. The state guarantees citizens access and free primary general, basic, secondary (complete) general education and primary vocational education, as well as on a competitive basis, free secondary, higher and postgraduate professional education in state and municipal educational institutions within state educational standards, if education a citizen gets this level for the first time. State educational standards allow you to maintain a single educational space in Russia. They represent a system of norms defining the mandatory minimum content of basic educational programs, requirements for the level of training of graduates, and the maximum amount of students' study load.

The implementation of state guarantees of the right of citizens to education is ensured by creating a system and appropriate conditions for obtaining education. Currently, the concept of "education system" is interpreted as a set of factors that ensure the implementation of its social functions: a network of educational institutions; educational standards; educational programs; resource support - personnel, scientific, methodical, material, financial; cooperation with other social sectors; control.

The topic of education in the modern world is very relevant. In the modern world, globality is one of the most important parameters of the existence of human society. Reflecting the processes of interdependence and interdependence of the various components of the world community, globality expresses ideas of the integrity of all mankind as a socio-biological entity.

Features of the modern stage of development of Russian society reinforce the importance and the need to transform various spheres of life, including education. The solution of problems facing modern society is conditioned by potentialities and has some tendencies.

The first trend is a gradual transition to a post-industrial society based on the development and widespread use of information technologies. The second trend includes increasing the cultural and professional level of the majority of the population based on the development and dissemination of educational methods, tools and technologies. Consequently, in modern conditions the role of education increases significantly, the needs of society in educational services grow.

In order for the education system to be ready to accept the challenges of our time, certain system transformations are needed based on the use of modern information technologies. The main hopes are placed on the creation and maintenance of information and educational environments (ILE) of open and distance learning, on the development of new object technologies for creating databases of teaching materials (BOOM), along with the development of traditional technologies for developing electronic textbooks and multi-agent technologies of educational portals.

Recently, issues of the quality of school education and its management have been widely discussed in Russian society at all levels. At first glance, it seems that all this is artificial, far-fetched, because for several decades now we have been dealing only with this, that we are fighting for the quality of education, for its constant improvement.

The problem of the quality of education causes heated debates, there is a lot of literature about it, where different authors take different positions. Quality begins with ideas about it, that is, with the concept of "quality of education." As experience shows, ideas about the quality of participants in the educational process are different.

Some reduce the quality of education to the quality of education. To the question: "What is the quality of education in school?" Answer: "So many percent."

Others under the quality of education understand the quality of education in different interpretations and the whole education.

Third - the degree of personal development.

Fourth - the number of graduates who entered universities (Shiganova, Karabulatova, Sviridova and Yuzdova, 2018).

Fifth, graduates' readiness for life in six positions: readiness for work, protection of the Motherland, family life, reasonable leisure activities, continued education, and care for their health.

Today, the quality of education today is understood as the conscious mastering by a student of the main components of human culture, social experience, and the latest fundamental knowledge; the ability to use the developed content of education for solving practical problems.

Accordingly, information technologies and education are two trends that, in aggregate, become those areas of human interests and activities that mark a new era and should become the basis for solving the problems facing humanity.

A necessary condition for the formation of an innovative economy is the modernization of the education system, which becomes the basis for dynamic economic growth and social development of society, a factor in the well-being of citizens and the security of the country. Competition of national education systems has become a key element of global competition, requiring constant updating of technologies, accelerated development of innovations, rapid adaptation to the demands and requirements of a dynamically changing world. At the same time, the possibility of obtaining a quality education continues to be one of the most important life values of citizens, a decisive factor in social justice and political stability.

### **Materials and methods**

The methodological basis of the study was: the philosophical foundations of education; principles of objectivity and comprehensive analysis, a specific approach and historicism in the study of educational processes; provisions of the theory of social systems management; theory of system-activity approach, etc.

Research methods: analysis of scientific literature on the theory and practice of education management; study of official documents, materials of meetings, conferences, symposia on the stated problem; social and pedagogical monitoring of the municipality using the methods of mass polls, content analysis, social, psychological and pedagogical experiment, observation, etc.

The most acute problems of national education make themselves felt at the municipal level. Local governments deal with the daily cares of the pedagogical community, the increasing wave of lack of spirituality and do not always have the potential to change something for the better, especially if they do not have the help of regional leadership. In this respect, the metropolitan educational system is in a better position than in other regions. The Moscow government finds opportunities for financial and material support of city schools and teachers, implements a number of programs to support the education and upbringing of young people. Against the background of deep crisis phenomena generated by ill-conceived permanent restructurings and reforms of the last two decades, the education system at its core links has generally managed to maintain stability and the quality of education achieved and to reach a number of areas of development.

The Department of Education of Moscow, the Moscow Institute for the Development of Educational Systems (MIROS), the Moscow Institute for the Advanced Training of Educators (MIPKRO), the Institute of New Technologies of Education (INTO) and the Moscow Academy of Development Education (MARO), Moscow City Pedagogical University (MGPU).

Defining education as a mechanism for shaping the social life of the capital, the authors of the program considered it necessary to develop a new educational content, change existing educational technologies, strengthen the role of independent student work, and nurture a sense of responsibility in it. The program included expanding the range of educational institutions. Before the metropolitan education was set a goal - to gain dynamism in market conditions began to introduce the principle of education, understood as the use of innovations in programs. The second important node of problems that arose during the adoption of educational programs was associated with the development of educational standards. For the development of a varied and differentiated system of educational services, all schools in the city use the regional standard of mandatory learning outcomes, taking into account the individual, cultural, religious and national characteristics of students.

Another methodological principle on which the implementation of the program was based was the need to use the potential of the environment. It was proposed to use all those cultural riches that are concentrated in Moscow: palaces,

museums, theaters, exhibitions, monuments of architecture and art, parks.

One of the forms of education management in the Moscow metropolis was the widespread deployment of experimental work in schools, during which modern educational methods are tested and practiced. In Moscow over the past decade, 15 school laboratories have been opened, 54 experimental platforms where the content and methods of teaching certain disciplines are worked out, new curricula and teaching aids are being developed.

## Results

As shown by sociological research, the system of training pedagogical personnel is ineffective. In a number of cases, there is a decline in the quality of training specialists in pedagogical universities, where mainly "middle-aged" students go, 40% of their graduates do not want to work in school. By the end of 2000, the proportion of women among teachers was 90.2% (46.4% at the university) (Identification and device of children left without parental care. Analysis of statistical data, 2001). The general education school is characterized by the poor health of children and adolescents, the rapid growth of deviant behavior (drug addiction, crime, prostitution, drunkenness). In Russia, there are approximately 700,000 children and adolescents under the age of 18 who were left without parental care - 32.

Forms of upbringing of schoolchildren basically boil down to conversations and to the classroom hour. Reliance on the team is not used, communication with parents is mainly limited to finances. The psychological barrier between students and teachers often grows. The main difficulties of the relationship between teachers and students begin with grades 7-8.

Along with the school, family and friends have a big impact on the formation of the student's personality. With the liquidation of the pioneer and Komsomol organizations, the educational opportunities of the school decreased. The students are characterized mainly by four types of leisure activities: communication with friends, watching TV programs, listening to music, playing sports. This is clearly not enough for the formation of a developed personality.

Our research on the positions of the directors of schools in the Northeastern Administrative District has shown that the directors are not well informed about the progress of education modernization. For example, on such an

important issue of the modernization program as the creation of an independent state system of certification and quality control of education, only 3.2% of respondents received information from ministerial sources. The majority of respondents (83.9%) received such information from the media. Moreover, this trend continues in almost all measures of modernization of educational processes. The lack of official information gives rise to a corresponding attitude towards the events themselves. Thus, the idea of the Ministry of Education of the Russian Federation to create centers for monitoring the quality of education did not arouse much enthusiasm among school principals. Only 9.7% believe that the creation of such centers will contribute to improving the quality of education. More than half of school principals (61.3%) were unable to determine the rational meaning of such centers. School principals in our questionnaires also expressed their views on the introduction of a unified state exam in schools. The experiment on the introduction of a unified state exam was supported by 35.5% of the directors participating in expert assessments, while 19.2% supported the objectivity of the exam results.

In our study, school principals expressed their views on the advantages and disadvantages of the modern Moscow school system. It is necessary to directly say that mass support in the answers recorded in the questionnaires could not be found. Such advantages as the profile of training, the possibility to choose in obtaining education, were supported by 33.3%; care for the health of children - 28.6%; continuity between general and vocational education - 14.3%; better knowledge assimilation - 4.8%; full implementation of the social order - 9.5%; entry into the European education system - 9.5%.

The problems of managing education as a social institution as a whole are poorly developed, separate pedagogical, psychological, organizational, managerial, departmental and other approaches to education prevail. The processes of management of the sphere of education, self-organization, self-government, marketing of educational services, models, technologies and mechanisms of management of educational processes are not thoroughly studied. Deficient and effective interactions between the state and the sphere of education, the status and role of regional, local, municipal management systems are not sufficiently covered. From the point of view of external (non-educational) factors, the source of school degradation, in the opinion of the pedagogical community, is in system-defective relations in the sphere of

education and the state. These include critical-threshold financing, pressure from disoriented state structures, the lack of legal education space and the lack of state educational policies, and much more.

### Discussion

Theoretical and methodological problems of managing the education system, finding ways to solve them in the context of reforming Russian society, determining the optimal management structure, ways to increase its efficiency are in the field of vision of domestic and foreign scientists for a long time. A rather large number of serious works have been accumulated, of which we will note the most significant for the research topic (Karepova et al., 2015).

First of all, it should be said about scientists whose works contain classical approaches to the study of issues of management in the social sphere. These are F. Gilbert, E. May, F. Roatlisbergen, F. Taylor, A. Fayolle, G. Emerson.

In the context of discussions about the role of the state in the management of the education system, it is impossible not to mention the ideas of Z. Brzezinski, K. Popper, F. Hayek, who strongly oppose any government intervention in the management of social institutions of a free society, including education. Attempts by supporters of neoliberal reforms to extend these ideas to the reform of the national education system cause a serious discussion among the scientific community (Belgorodsky, 2007).

The role of education in the development of society was studied from different positions by P. Bourdieu, M. Weber, V. von Humboldt, E. Durkheim, C. Kerr, R. Collins, O. Conte, K. Mannheim, K. Marx, L. Morgan, J. Newman, H. Ortega-y-Gasset, T. Parsons, Br. Simon, P. Sorokin, T. Spencer, F. Tennis, A. Touraine, L. White, L. Ward, J. Flaude, A. Flexner, FM Hutchins and others.

Among Russian scientists we note the importance of the ideas of N.A. Berdyaev, V.S. Bibler, V.S. Ikonnikova, P.N. Milyukova, N. Kareeva, S.M. Solovyov, who viewed education as a complex socio-cultural phenomenon.

At the turn of the 20th and 21st centuries, in the context of global socio-economic changes in Russia, the education system is the most important area of national strategy and state regulation of socio-economic development

processes, both at the federal level and at regional and municipal levels of government.

This strategy is reflected:

- In determining priorities of social policy and basic social standards, mechanisms for their implementation, ensuring the legal basis and general methodological principles of state guarantees in the field of education:
- In the rational use of the budget mechanism and the creation of conditions for the investment attractiveness of the education sector, both in order to finance a number of federal targeted programs, and continuous improvement of organizational and administrative tools of state regulation of the social sphere and specifically the provision of educational services, as well as their current integral part of electronic educational services; -in social and economic policy aimed at improving the competitiveness of educational institutions in the services market, including electronic educational services, as well as creating conditions for ensuring partial self-financing of state educational activities and reducing its dependence on comprehensive state support (Grushevskaya, Karabulatova, Fanyan, Zelenskaya and Golubtsov, 2018).

As the long experience of many countries with market economies and relatively little experience of being in the market of Russia itself shows, providing social guarantees and specifically guarantees for the availability of general education on a national scale is beyond the power of private capital and requires full state support, which is expressed not only in direct financial costs budget funds, but also in the creation of a system of services for the population and, in particular, of a well-thought out system of educational services with the use of information tools process and Internet services.

### Conclusion

The main task of society and education is to give everyone the opportunity to express their inclinations and talents, creative potential, to provide everyone with the opportunity to realize their personal plans, interests and needs. This thesis is accepted by all civilized countries.

According to the Federal Law "On Education", education and upbringing in Russia are conducted in the interests of the individual, society and the state. All citizens of Russia on its territory are guaranteed the opportunity to receive free basic general education in state and municipal schools within state general education standards (Constitution of the Russian Federation, article 43).

The development of production, the qualified productive force of society directly depends on the quality of education, which creates the possibility of a certain foresight of the future, thereby expanding the scope of man's free creative activity. Investments in education are more efficient than investments in material production and infrastructure. Payment for educational services is becoming today a priority item of the family budget of wide strata of Russian society. Government spending on education is also steadily growing, especially in developed countries (Lyausheva, Karabulatova, Abregova, Mamisheva and Usova, 2018).

At each specific historical stage of society - its own model of an educated person, which leads to the need to modernize education. The concept of "modernization" (from the French moderniser-modern) means "to do modern, change in accordance with the requirements of modernity." Modernization of education means bringing it in line with the requirements of society, creating socio-economic conditions for a person who is able to realize himself and fulfill his existential, social, family and other roles.

A more detailed study of education, the main features of its change, i.e. modernization, and ways to manage these changes requires, first of all, an analysis of the definition of the concepts "education" and "education system". Let's start with the definition of "education".

Education is considered by most scientists as a process and result of learning systematized knowledge and skills, carried out in close contact with the educational process. In essence, this is a single educational process aimed at the all-round development of the individual — intellectual, moral, professional, and physical. In accordance with this, education can be defined as a complex developing open system operating along a chain: literacy - education - professional and moral competence - culture.

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