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Historical Sciences

HISTORICAL ASPECTS OF EDUCATIONAL POLICY IN RUSSIA

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Abstract

The article shows that the improvement of the quality, accessibility, and efficiency of education, its continuous and innovative nature, the growth of social mobility and activity of young people, and their involvement in various educational environments make the education system an important political factor that ensures the development of the economy, the growth of the welfare of citizens, and the strengthening of the statehood and national security of Russia. This, in turn, requires a revision of the role and functions of the state in the organization of education. At the same time, one of the deepest problems arising in the interaction of the state and education is that now the functions of the state in education are often considered in a purely financial or legislative manner. Meanwhile, the purpose of the state in the field of education is much higher than this level, therefore, the range of its functions should be much wider.

Keywords: education, personality, society, country, politics.

I. INTRODUCTION

Education in Russia has never been the subject of such heated discussions as it is today. There are many reasons for this. The main thing, as many believe, is the dependence of the rate of economic growth, the level of well-being of citizens on knowledge and, as a consequence, on education. Being the most important element of public life and state structure, the education system is designed to contribute to the solution of such strategic tasks for the country as ensuring political and social stability, developing civil society institutions, strengthening the security of citizens and the state. In turn, without the potential of the state, it is impossible to solve the tasks assigned to education by modern society.

It is obvious that there can be no full-fledged realization of the educational needs of people in a backward country and a weak state.

Therefore, the state, setting itself ambitious programs in the economy, social sphere, in the international arena, according to the logic of things, should invest in increasing volumes in the development of science and education. In words, this is how it happens: education in Russia has been declared a priority area. Russia's entry into the WTO and the Bologna process provide new opportunities for promoting Russian education in the international arena. The demographic decline, which is typical not only for Russia, but also for Western Europe, will lead in the near future to intense competition at the international and national levels for students of higher educational institutions.

And the tools in this struggle will be the effectiveness of the management of the educational process, the quality of higher education, the flexibility of educational programs, the opportunity for the student to enter international networks of lifelong education, and increase his competitiveness in the labor market.

II. METHODOLOGY

The methodological basis is the political science method of studying social phenomena, based on a dialectical analysis of the relationship and interaction of social institutions, state policy and educational practice, identifying the contradictions of this interaction, ways of resolving them depending on the international (global) and national-state conditions of social development.

The methodological basis of the study is also the most important conceptual and theoretical provisions on politics as a social phenomenon, on the role of the state in regulating social processes, on the relationship between general social and nationally specific factors of social development, and others. An extremely important role in the study is played by the comparative political science method of studying social phenomena, the method of analyzing legal acts and other methods that reveal the state educational policy.

III. RESULTS

There is no doubt that the Russian education system is able to compete with the educational systems of advanced countries, however, its advantages can be quickly lost if a nationwide educational policy that enjoys wide public support is not formulated, if the state does not restore its responsibility and an active role in this area, does not conduct deep and comprehensive modernization of education with the allocation of the necessary resources and the creation of mechanisms for their effective use.

Among the main modern trends in world development that are causing significant changes in the education system are:

- acceleration of the pace of development of society and, as a consequence, the need to prepare people for life in a rapidly changing environment;
- the transition to a post-industrial, information society, a significant expansion of the scale of intercultural interaction, in connection with which the factors of communication and tolerance are of particular importance;
- the emergence and growth of global problems that can be resolved only as a result of cooperation within the international community, which requires the formation of modern thinking among the younger generation;
- democratization of society, expansion of opportunities for political and social choice, which necessitates an increase in the level of citizens' readiness for such a choice;
- dynamic development of the economy, growth of competition, reduction of the sphere of unskilled and low-skilled labor, deep structural changes in the sphere of employment, which determine the constant need for

professional development and retraining of workers, the growth of their professional mobility;

- an increase in the importance of human capital, which in developed countries accounts for 70-80 percent of the national wealth, which determines the intensive, outstripping development of education for both young people and adults.

Modernization of education is a large-scale action of the state, carried out with the active assistance of society. It should lead to the achievement of a new quality of Russian education, which is determined primarily by its compliance with the current and promising needs of the country's modern life.

In the second half of the XX-th century, it became clear that the leading nation of the XXI-st century will be the one that will create the most effective educational space in order to maximize the intellectual and spiritual potential of its young fellow citizens - the nation's most valuable resource.

The civilizational approach to considering the problems of the relationship between politics and education in modern society, presented in the article, is associated with deep, paradigmatic changes in understanding the very meaning and possibilities of education as a broad social phenomenon. In the field of education, a conscious understanding of a person is formed that the true meaning of his life is the fullest possible self-realization of all his abilities for the benefit of people, human civilization as a whole. It is these highest values that should form the basis of the mentality of both the individual and society. The formation and continuous enrichment of mentality, orientation towards achieving mental compatibility of people, towards convergence and spiritual integration of peoples of the still divided world should become the basis for goal-setting, selection of content, methods and means of educational activities at all levels of education.

The state significance of education is axiomatic. Education has enduring value and, by its very nature, works for the future. The future of Russia directly depends on whether the modern Russian society, torn apart by numerous contradictions, will be able to overcome the objectively existing and catastrophically deepening split at practically all levels of social life. Without a humanistic state policy in the field of education, it is impossible to count on the solution of either this task, or the task of restoring the fundamental values and ideals enriched with the spiritual priorities of the modern world and guaranteeing the full ability of the Russian society to converge and integrate into the world civilizational community.

The state and society are by no means identical concepts, and the relationship between them is very complex. The aspirations of the state and society do not always coincide. Often the state only proclaims educational priorities, while the society, which is vitally interested in the progressive development of education, is forced to "push" the state to fulfill its own promises, splitting these "global" (and therefore abstract) promises into a number of very specific actions for their implementation. The maturity of a nation in this sense is determined by how well it manages to lobby for educational priorities in the highest state authorities. Such lobbying requires not only the creation of sufficiently representative public organizations, but also direct entry into power through properly constituted socio-political movements and even political parties participating in elections at the local, regional and parliamentary levels.

The state acts as the initiator and main driving force of real changes in education. The state ensures the launch of the process of modernization of the educational industry, while creating the necessary conditions for broad participation of society in this process. The modernization of education is developing and taking place in the context of the general modern process of reforming various aspects of Russian life, in close interaction with other reforms, at the same time being a source of providing the necessary human resources for them.

At this stage, the modernization of the educational system is closely related to the process of its stabilization, with the achievement of the minimum required budgetary standards. The state must first of all tackle the solution of socially significant problems.

All this should be based on a detailed analysis of regional experience and the specifics of local conditions, should ensure the achievement of the main tasks of modernizing education, first of all, the modern quality of education and its real availability for the population.

Of particular importance is the development of mechanisms for managing innovative projects built with the aim of implementing new models in education.

These models should also be developed and implemented taking into account regional specifics.

At the same time, at this stage, society should play a much more important role in the development of education: enterprises, families, local government, public organizations. This will be ensured by two factors. First, the incomes of families and enterprises (and the possibilities of local budgets directly dependent on them) will significantly increase the effective demand for education, primarily professional, and expand support for educational institutions and organizations both in the form of budget funding and in the form of sponsorship help. Secondly, the formation of transparent mechanisms for the management of education and educational institutions will make possible and effective various forms of public support and control.

IV. CONCLUSION

In general, education will be more focused on the labor market and the requirements of the country's socio-economic development. Contracts with end-users will partially replace government procurement forms (especially in primary and secondary vocational education). This will reduce the growth rates of budgetary financing of vocational education, bringing them by the end of the period to a level corresponding to GDP growth (45% per year in real terms). At the same time, budgetary financing of general education from regional and local budgets should maintain high growth rates until the end of the decade.

Accessibility, quality and efficiency are the key words of Russia's educational policy at the present stage of its socio-economic development. For almost the entire XX-th century, Russia followed, as it seemed to us, a special path. Today she has accumulated many problems, acute and difficult, but all of them can be solved only through education. One cannot ignore the world experience, which shows that it is education that is the key to solving economic, social, political and military problems; it is education that is the main link, by grasping at which it is possible to pull out the whole long chain of the most complex social problems. Education determines the future of Russia, its role and place in the world. Support and development of education is the most important task of the state. If, according to Aristotle's definition, education is a function of the state, then, consequently, the state (national) policy in the field of education should be developed under the leadership of the supreme body of state power, which knows those "certain goals" for the sake of which this function is carried out. An analysis of the relationship between education and politics shows that no natural and social resources mean anything without the main resource - human, which constitutes the fixed capital of any country. This resource is preserved or destroyed primarily through education. In this regard, the state educational policy for a long time determines the development and reform of the educational system and society. This thought was carried by the authors throughout the research. Of course, their solution does not exhaust the entirety of the problem. Nevertheless, the authors hope that the article has a significant theoretical, methodological and applied orientation and value.

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ИСТОРИЧЕСКИЕ АСПЕКТЫ ОБРАЗОВАТЕЛЬНОЙ ПОЛИТИКИ В РОССИИ

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Аннотация

В статье показано, что повышение качества, доступности и эффективности образования, его непрерывный и инновационный характер, рост социальной мобильности и активности молодых людей, их вовлечение в различные образовательные среды делают систему образования важным политическим фактором, который обеспечивает развитие экономики, рост благосостояния граждан, укрепление государственности и национальной безопасности России. Это, в свою очередь, требует пересмотра роли и функций государства в организации образования. В то же время одна из самых глубоких проблем, возникающих во взаимодействии государства и образования, заключается в том, что сейчас функции государства в сфере образования часто рассматриваются сугубо с финансовой или законодательной точки зрения. Между тем цель государства в сфере образования намного выше этого уровня, следовательно, спектр его функций должен быть намного шире.

Ключевые слова: образование, личность, общество, страна, политика.

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