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SAFE DEVELOPMENT OF RUSSIAN EDUCATION IN THE CONTEXT OF ITS CRISIS

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Abstract: The purpose of the article is a philosophical analysis of the difficult situation that has developed in Russian education as a result of multiple reforms for foreign cultural, primarily Western, samples without taking into account their own socio-cultural specifics of the development and functioning of the education system. The development of Russian education along the path of maximizing its security can be carried out with the help of culturally adapted processes of modernization of domestic education. The article suggests approaches to the safe development of education.

Keywords: education system, safety of education, modernization, education crisis, national security.

Introduction

To date, there are a lot of studies related to the modernization of Russian education, these are the works of A. Y. Mozdakov (2008), S. V. Kamashev (2011), E. F. Moros (2020, 2021), N. V. Nalyvayko (2007), I. A. Pfanenstiel (2010), O. N. Smolin (2011) and others. However, despite the large number of studies highlighting the ideas of modernization of Russian education, there is not enough theoretical and methodological research, thanks to which it would be possible to clearly define the strategy and tactics of the development of the system of education and training based on the traditions of domestic education, and also taking into account the use of the best foreign experience, which would exclude unreasonable options for reforming according to foreign cultural patterns that harm the security of the individual, society, and the state. At the same time, the decline in the intellectual and professional training of students has created the danger of a sharp slowdown in the material, economic, scientific and technical development of

the country, and this in turn leads to an increase in the problems of national security of the country.

In other words, there is an urgent need to develop such a strategy of the Russian educational system, which will ensure not only the preservation of the best traditions of education, but also its sustainable development with the transformation into a determining factor in the revival of the country. This requires socio-philosophical research, with the help of which significant general concepts of practically effective models of modern Russian education are developed in the context of ensuring its security in the conditions of increasing international and global contradictions of modern civilization.

Methodology

The methodological basis of the study is built in accordance with the set goal. The research methods were general socio-philosophical principles and methods of cognition, widely used in the

study of social processes, as well as general scientific approaches related to the peculiarities of the analysis of the study, which helped to identify crisis phenomena dangerous for the education sector of Russia and suggest approaches to the safe development of education.

Research Result

Modern analysis of the concept of “modernization” shows that in recent years it has been filled with rich socio-philosophical and cultural content. This is a special way of social progress, characterized not by arbitrary, but by a controlled, purposeful nature. Changes in the framework of education reform and modernization process mainly occur in accordance with the modern requirements of society. The slogan of the ongoing reforms is the idea of the revival of Russia, which acquires a national character and contributes to the restoration of the integrity of the historical process.

Modernization in the field of education presupposes its adaptation to the emerging new state-political and socio-economic conditions of the country’s development, as well as mastering the foreign experience of modernization in the field of education accumulated by developed countries of the world. In other words, the modernization of education is its improvement according to modern requirements. The use of new tools in the educational process is a systematic method of formation, application and provision of all teaching activities and knowledge acquisition with the involvement of all available resources, which are focused on optimizing the forms of education. Teaching methods depend on its specific content and is a way of implementing the knowledge transmitted in the learning process. The purpose of education and upbringing – the development of students’ necessary knowledge, skills, abilities, adequate forms of interpersonal, social behavior and communication, mastering professional skills and experience, constant self-development of the individual, its ability to self-government.

The social effectiveness of this process is expressed not only in the final result, but also in its orientation from one stage of development to another. In this regard, it is important to clearly identify a certain socio-philosophical approach to

the very content of the concept of modernization and its process. In the context under study, not any forms and ways of modernization should be accepted, but only those that ensure the safety of the domestic education system by preserving its socio-cultural identity, building up innovative approaches and optimally borrowing the best achievements of foreign cultural forms of education. This approach you can denote as “modernization on the way to education security” providing the most effective development of the domestic education system.

From the standpoint of the philosophy of education, the education system is a multidimensional phenomenon. This is, first of all, a special kind of activity, secondly, it is the most important social institution, thirdly, a purposeful process of acquiring and transferring knowledge, skills and abilities from teachers to trainees and on their basis – the formation of personal needs and abilities, fourth, it is a phenomenon studied by many sciences – pedagogy, sociology, psychology, economics, medicine and other disciplines, fifth, it is the most important social value. Finally, the education system demonstrates ever closer integration with production and science, acting as the most important national economic branch (Grechany, 2008, p. 211).

The development of the foundations of the strategy of the Russian educational system, which would ensure not only survival, but also stable development with its transformation into a determining factor in the revival of the country, is one of the most urgent tasks of the philosophy of education, scientific theoretical and methodological tasks. The practical realization of this goal should become the main task of the educational strategy, since only on this basis can truly humane and democratic conditions for individual development and free self-determination of each individual be formed.

For such a multi-confessional, multinational country as the Russian Federation, the most important task of education and upbringing is the formation of harmonious interfaith and inter-ethnic relations based on common centuries-old values of people, a sense of patriotism and civic duty, national and religious tolerance, a common path of development and a unified worldview system.

At the same time, the solution of these tasks is complicated by the fact that the changes taking

place in the country in the 1990s led to the destruction of the previously formed system of international and patriotic education. A single clear ideology for the country was destroyed, instead of which, until now, no worthy alternative has been proposed, which, among other things, resulted in the revival of various chauvinistic, nationalist and fascist movements.

Today, the situation is gradually beginning to change for the better and society is widely aware of the detrimental consequences for Russia of moral degradation and loss of a sense of patriotism. Russian President Vladimir Putin even proposed patriotism as a national idea (Putin declared patriotism a national idea, 2016). Individual public associations and political parties, for example, the “National Liberation Movement”, the “Great Fatherland” party, raise serious and deep discussions in society about the need to amend the Constitution of the Russian Federation in terms of abolishing the direct ban on a single state ideology present in it. They regularly point out that a state without an ideology is like a ship that has no clear course. Currently, it is difficult to say how these discussions will end, but the idea itself seems to us quite justified and constructive. If a specific state ideology is officially approved and accepted by society, it will automatically form a goal-setting system in the domestic educational space. The state, which aims at prosperity, has no right to observe the formation of fundamentally new ones in society in a detached and passive manner, different from the traditional former values and ideals. A specially adopted state program of patriotic education of citizens of the Russian Federation speaks about the great importance of working on this problem (Resolution of the Government of the Russian Federation of December 30, 2015. On the state program “Patriotic education of citizens of the Russian Federation for 2016-2020”, 2015).

Without the development of an effective system of education and upbringing, the normal existence and development of modern society is impossible. Public life does not tolerate imbalance, destabilization, uncertainty. The definition of the main strategic directions in the field of education and upbringing is possible only on the basis of a comprehensive analysis of the current state of this system in the country, identifying the main contradictions in it. Therefore, it is necessary, first of all, a socio-philosophical understand-

ing of these contradictions, which will make it clear which areas of philosophical and scientific-theoretical research and the development of concrete practical measures require focused attention from philosophers, scientists, politicians, educators, organizers of education (Smolin, 2011, p. 98).

Transformations in modern society, new strategic vectors in economic, social and cultural development, the need for young professionals to master new social roles, taking into account the greater openness of society, its high degree of informatization and dynamism – these factors have radically changed the requirements for education, increased the expected contribution of the educational system to the modernization of society, defined the field of education as priority.

In the conditions of a globalizing economy, the labor market is not in demand for randomly formed types of specialists, but specifically in-demand professionals. Increasingly, in the socio-philosophical and scientific literature, there is talk of a decrease in the effectiveness of the system of higher professional education in Russia. As arguments, examples of the growth of the number of students in higher educational institutions, as well as graduates who are not employed in their specialty, a high proportion of unemployed with higher education, the lack of wage differentiation depending on the educational level, and others are given (Davydova, 2013, p. 70).

In recent decades, two inextricably linked and at the same time opposite trends have emerged in international educational practice. On the one hand, the role of education in the life of states, peoples and individuals is steadily growing, and on the other hand, there has been a serious crisis of education itself and its structures, in particular, due to insufficient funding and a decrease in the prestige of pedagogical activity. The latter is especially characteristic of developing and underdeveloped countries. Similar problems are observed in modern Russia. The education crisis is caused not only by financial insufficiency, it is also the result of a misunderstanding by state structures and society of the importance of education, its role and significance in social progress.

In Russia, the crisis of the educational system has reached a level that threatens national security. In the current conditions, the development of a socio-philosophical concept of ensuring na-

tional security, which would provide for the development of the domestic educational space in accordance with the interests of society and the state, seems extremely necessary. A comprehensive philosophical understanding of the existing problems and ways to solve them is necessary to overcome difficulties and bring the country to a higher level of its development.

Currently, there is an increase in hotbeds of tension between countries, ethnic groups, religions, and the aggravation of armed and information conflicts. The works of scientists and analysts are widely discussing about the danger and inferiority of westernization and dewesternization, the defeat of societies by so-called social anomie, loss of identity, value disorientation, the collapse of “spiritual power” caused by “overproduction of information”, etc.

Modern terrorist acts are primarily aimed at infringing on the spiritual and economic interests of States as a whole, as well as individual citizens and organizations. Highly developed industry and scientific and technical potential are often used today for destructive purposes that harm the cultural and educational development of the population, as a result, it has become possible for developed countries to impose their rules and values on the whole world (Weber, 2011, p. 177).

Russia has the prospect of losing its international influence and the emergence of such dependence, which is forced to take measures to protect its culture, spiritual values, traditions from negative information influence. The crisis of the domestic education system causes a real and potential threat to political, military, economic, technical and technological, social security, which cannot be ensured without qualified personnel, the introduction of modern scientific developments and high information technologies.

Where the priorities of education are at the heart of state policy, its defining civilizational and socio-economic role is realized, rather intensive cultural and social progressive transformations are observed. An example confirming this obvious thesis is the positive experience of the Republic of Korea. Even 50 years ago its socio-cultural starting opportunities were low. Compulsory primary education was introduced in the early 1960s. A network of technical and vocational schools began to form. If in 1945

there were only 19 universities in the country – a meager number by European standards – then 40 years later their number reached 100; the number of students increased 120 times; more than 90% of school-age children receive education in secondary educational institutions; more than a quarter of boys and girls receive university education (Boronoeva, 2012, p. 132).

Against the background of a wide range of opinions, two main socio-philosophical conceptual approaches are distinguished when interpreting the nature of the crisis of the education system and the main ways to get out of it. There is a widespread claim that the existing education system today is not able to provide the level, quality, scale of professional, intellectual and informational training that would meet the requirements of the emerging systems of social, industrial relations.

The requirements for productive capabilities provide not only for the need for a high educational level, but also for the formation of a different type of professionalism, thinking, intelligence, attitude to rapidly changing social, industrial, technical, information realities.

Such an approach can be characterized as technocratic, offering to change the nature and meaning of education, focusing its content and methods on the formation of young people’s skills to operate with information, think professionally and pragmatically, master computer technologies, etc. The main aspect of the concept is its orientation to a high level of professionalism and the organization of training depending on the social order of society and the requirements of the market.

In the conditions of the actively changing content of knowledge, its constant increment at an increasing pace, the reform of higher education is taking place in almost all countries.

The main directions of these reforms are: diversification, continuity, integration, increasing the fundamentality, humanization, democratization, computerization, integration with production and science (Pushkareva, 2008, p. 61).

Thus, considering the current trends in the development of education in the world, it can be stated that technocracy prevails in it, while the comprehensive development of the individual has ceased to be a priority. According to the standards of the ongoing reforms, a modern specialist is a person who possesses special and general

knowledge, is able to select, perceive, interpret, use and analyze constantly increasing flows of information, promptly respond to numerous changes in science and technology that meet the requirements of the latest information technologies which will inevitably be implemented. Such a specialist needs to have basic knowledge, professional competence, analytical thinking, information culture, socio-psychological training. The current stage of development of society and the educational system, as one of the most important social institutions, requires a large number of competent specialists with a creative mindset, the ability to find unconventional methods and ways in technology, science, management, and economics.

To solve the problem of building a creative attitude of a specialist to his activities, it is necessary to rely on the implementation of the approach of continuing education. This approach involves self-education and the ability to resort to the help of qualified specialists and teachers in a particular field at any time. Therefore, the model of education is changing in principle. There is a transition from a model that was based on the training of a specialist in one field to a model that is focused on the versatile development of personality, self-development and the formation of the ability to study independently. As one of the real means of implementing modern education, we propose the concept of periodically renewable education.

As a result of the analysis of the changes that have been observed in the Russian higher education system recently, it is possible to identify the main directions of this process. The first direction is orientation to the Anglo-American model, consisting of three stages of university education. The second direction is the formation of a new type of educational institutions that seek to fill empty niches in the existing centralized educational system based on a state monopoly (The future of higher education in Russia: Expert view. Foresight Research 2030, 2012).

Currently, the predominant direction is focused on the Anglo-American model of university education consisting of three stages: bachelor's degree, professional master's degree, PHD programs. This model was conceptually designed at the beginning of the twentieth century, but the changing world forces us to constantly make adjustments to the educational agenda, re-

sponding to the challenges of modernity. In Russian universities, such stages of education as bachelor's degree, specialty (for monospecialties) master's degree are distinguished, and recently postgraduate studies have been allocated a separate level. Modern Russian universities are ranked as follows: first-level universities (TOP 5-100, federal and research universities), second-level universities (the so-called supporting universities - drivers of regional socio-economic development), third-level universities (branch and departmental universities). This classification allows us to identify the main tasks of universities.

In Western countries, universities solve similar tasks: research-type universities are responsible for science, educational universities are responsible for mass education, which in turn is accompanied by a certain selectivity in choosing not only educational programs, but also a specific university.

Each stage of training (bachelor, professional master's degree, PHD programs) corresponds to a diploma, and the specialization itself is quite flexible. It is also necessary to highlight the existence of various training formats, including free education, nuclear programs, and the like.

One of the important points in this case is the online-support of these courses, which makes it possible to listen to courses outside the university, prepare questions and then discuss them at the seminar, the so-called practice of mixed courses. It also facilitates the practice in absentia learning, opening up the opportunity for students to study independently.

This approach with mobile and rapidly developing educational institutions is focused on providing certain regions with specialists in the necessary industries (Bell, 2014, p. 103).

When building a learning trajectory, both for bachelor's degree programs, and for professional master's degree programs and integrated PHD programs, the disciplinary card is being seriously updated due to the implementation of external expertise of programs and scientific developments, exclusion of irrelevant and insignificant disciplines and departments for scientific and professional training, introduction of new ones.

If such an approach is adapted to Russian realities, taking into account successful traditional educational practices, it is possible to eliminate a significant number of difficulties in domestic

education and achieve the implementation of a completely new approach to education. This will make it possible to obtain postgraduate education at every level of education, to activate integration processes with secondary specialized educational institutions; to stimulate differentiation in the system of secondary special education; to integrate the national educational system into the world educational system.

In this sense, the American and European models of education with several levels of training is a promising direction for the development of the domestic education system. At the same time, it cannot be implemented “one to one”, since its implementation requires a serious study of its specifics.

The basic principles of this system include the principle of the development of the intellectual environment. In modern concepts, this principle is reduced to the nonlinear interaction of a person and the intellectual environment, in which a person enriches his own inner world and thereby multiplies the potential of the environment, which occurs in the process of education (Orlova, 2008, pp. 183-189).

Such education is aimed at providing optimal conditions in which multi-faceted and flexible scientific thinking, various ways of perceiving information, as well as the inner need of a person for self-education and self-development on a permanent basis can be brought up.

Also, currently, the formation of educational formats is being carried out, which will be built on highly specialized and pragmatic knowledge aimed at perceiving the world around us through the prism of science, intellectual development of the individual and its adaptation in the modern dynamic world.

At the same time, it should be noted that such education makes it possible to realize the unity of two aspects of learning – ontological and epistemological. The first aspect involves cognition of the surrounding world, the second – the formation of new skills, methods and methodologies of cognition. Education thus acts as a tool by which scientific competence is achieved. Education is aimed at achieving the essential and deep foundations and interrelations between processes in the world around us (Vlasova, 2008, pp. 68-71).

We think that the successful implementation of the multi-level training system and the intro-

duction of new training formats will allow Russia to integrate into the international educational space.

The role of modern education in the process of social reproduction has led to the intensification of contradictions that are inherent in the current state of society in Russia, which indicates significant social conflicts. In Russia, the education crisis was formed gradually. It all started with a reduction in allocations in the early 60s, which were supposed to be directed to education.

The financing of institutions that ensured the process of reproduction of the intellectual base of the country was carried out for a long period of time on a residual basis. If we compare the 70s and 90s of the twentieth century, the country has reduced the share of expenditures on education and science by almost three times. And in the USA in the years the costs of science and education were three times higher. After 1991, funding for education and science systems continued to decline. The bureaucratization of education has sharply increased, provoking crisis phenomena. The effectiveness of educational activities began to be assessed according to certain bureaucratic standards, and political and economic conflicts and borrowed reforms led to a decrease in the level of teaching, the development of bribery and protectionism, percentomania. As a result, the foundations of domestic education were undermined (Vozzhenikov, 2000, p. 23).

In secondary and higher education, there is a decrease in the level of remuneration, which also affects the quality of teaching and the level of competence of the teaching staff. Education is reduced to obtaining a diploma or certificate, which has become an end in itself for young people and which increases the incompetence of graduates of educational institutions.

The change of social relations, the disruption of their interaction, the stratification and lack of stability of the social structure, which is characteristic of post-Soviet Russia, had a serious impact on all social institutions. One of the most important and stable social processes of integration of society is the system of education and upbringing. Nevertheless, even it turned out to be unable in the new conditions to ensure the social and optimal orientation of many young people, to introduce ideas about legal norms in a liberal market society into the emerging consciousness and life activity of younger people.

Attempts to reform the domestic education system only cause social disagreements, which further polarize society. Therefore, there is a need to generalize certain challenges that are associated with the education system from the standpoint of the social philosophy of education.

The use of the concept of “modernization” in the light of modern social philosophy of education has its own contradictions. We are mainly talking about the ideology of modernization, since it mainly applies to the fields of education, culture and science, and modernity, as a phenomenon genetically related to the concept of modernization, has practically disappeared from public consciousness. In other words, there is a “disintegration of modernity”, suggesting a fundamental shift in culture, a loss of confidence in the values that were the main and fundamental in the previous century.

We can also talk about the challenge of post-modernity, which is addressed to the educational system. Currently, society is undergoing a negative transformation of social behavior in the field of language, in practical life.

The important aspects of the existing crisis include the spiritual crisis, which is caused by the loss of domestic cultural traditions. The results of the study of the functioning and development of the education system in the new modern conditions indicate its susceptibility to social anomaly when there is value disorientation and loss of cultural identity.

We think that in modern Russian society there is a need to form a new system of socio-philosophical approaches to the development of the domestic educational space, the formation of a scientific and educational paradigm that can meet modern requirements. These approaches include: mobility, the ability to react quickly and adapt to changing conditions, sociability, tolerance when interacting with other cultures, a high level of readiness for political and social choices, a constant process of improving information culture, etc. (Pavlov, 2013, p. 210).

Given requirements are related to education in principle, and reflect new challenges, economic, political and social needs of society, the state and the individual. Nevertheless, the problem boils down to the fact that conceptual ideas that society approves of are often not implemented, and modernization is carried out spon-

taneously, and does not always correspond to new ideas and traditions, although it meets the essence. The process of modernization of education testifies to the existence of disagreements in society regarding the transition of the education system to a new basis, which will, in particular, meet the modern requirements of post-industrial production and the information revolution.

The education policy in Russia does not sufficiently take into account the process of society's entry into the new post-Soviet cultural environment. Attempts to copy foreign educational experience are often accompanied by a lack of consideration of their own domestic experience. Some important Russian traditions of education are gradually being lost (Emikh, 2012, pp. 86-93).

The world is changing radically. In this sense, in our opinion, it is important to study the essence and possibilities of the formats of American and European education, to take into account both the dynamics of constantly changing requirements for training personnel for the new Russian knowledge economy, and the requirements for the scientific and pedagogical community itself. The existing practices of “blind copying” or complete unconditional denial of the traditions and opportunities of European education have not yielded fruitful results, showing the bias and ineffectiveness of such approaches. Only a socio-philosophical analysis of the essence of changes from the point of view of domestic, traditional, and other world practices, taking into account the tasks of the new economy and socio-political realities, can develop an objective approach to educational policy in modern society.

Thus, the social effectiveness of this process is expressed not only in the final result, but also in its orientation from one stage of development to another. In this regard, in our opinion, it is important to clearly identify a certain socio-philosophical approach to the very content of the concept and the process of modernization. In the context under study, not any forms and ways of modernization should be adopted, but only those that ensure the safety of the domestic education system by preserving its socio-cultural identity. This approach can be described as “modernization on the way to education security”, which ensures the most effective development of the

domestic education system.

At the same time, the extensive processes of reforming public life and the education system according to Western models, which were promoted as the best and highest, have largely led to the loss of cultural identity. This led to ideological and value disorientation of a significant part of the population, to a certain social anomie. And the system of domestic education, which was undergoing continuous reforms at that time, could not provide the appropriate ideological stability and ideological integrity of the consciousness of the population. As a result, the educational space in Russia is currently in a systemic crisis, which is a direct threat to national security. These dangerous social processes have led to the need for their deep understanding and the development of conceptual foundations for correcting the situation and preserving the national education system. This requires a clear understanding of education as a social reality, the concept of modern education, its restoration and development.

Conclusion

Thus, in the aggregate, the noted processes of suboptimal reform of domestic education have formed a number of such risks and threats to the self-identification of the public consciousness of Russian citizens, which have developed into real problems of Russia's national security. At the same time, the weakening of the intellectual and professional training of trainee created the danger of a sharp slowdown in the material, economic, scientific and technical development of the country. In other words, the dangers in the field of education have led to an increase in the problems of national security of the country. There is an urgent need to develop such a strategy of the Russian educational system that would ensure not only the preservation of the best traditions of education, but also the sustainable development of this sphere with its transformation into a determining factor in the revival of the country. This requires socio-philosophical research, with the help of which important general concepts of practically effective models of modern Russian education are developed in the context of ensuring its security in the conditions of growing international and global contradictions

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