



A governing and political orientation in the field of education

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Abstract

The state policy forms the scope of activities at the junction of a political and managerial orientation in the system of education. In accordance with the spheres and stakeholders, the goal is concretized in education according to a number of parameters. Education is proclaimed a priority field within the social sphere in the framework of the modern state policy of the Russian Federation. A specific character of understanding the essence of education underlies the state policy in this area of the society organization, at any stage of human development. Base interests of society, strategic needs of the relevant stage of the state's development, expressed by political leaders and elites in the form of basic principles and strategic goals that have found appropriate public support underlie the foundation of the state policy development in the field of education. It is necessary to identify one more of the main components of state policy: the constant reform and modernization of the system of education, which is the dominant of the Russian education development throughout its history and, of course, in the period of 20th century analyzed by us. The reform of education is a complex process that is organized and controlled by the state agencies. Its necessity is recognized both at the public and at the state level.

Keywords: state policy, management, education, educational system, socio-cultural institute

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INTRODUCTION

State policy in the field of education is based on the expression of general interests by the population in society, which is the foundation of the state integrity. It is connected with the process of setting goals, focus and organizing the management of education and its functioning in life of the state. Economic, social, cultural policies are formed on this basis.

A policy sets the vector of movement, course, direction, in the most general terms - the route of development of the educational system. Management of the education system organizes self-movement in accordance with historical realities. The levels of goals and objectives of these systems are different. The levels of community and abstractness in their conceptual constructs are different too.

The state policy in the field of education is an integral multi-dimensional system. In the framework of which purposeful activity of all structures of state power is

organized. It serves as a mechanism that enables the state to determine the main ways and directions for the development of the educational system as a socio-cultural institution in society.

Goal setting in the educational system is determined by a set of interests and values of society's development at a specific historical stage. It is impossible to separate policies and governance, because a very large part of political decisions that come into the management system for implementation are expressed in the form of a declaration and decrees. This was especially vividly represented in the twentieth century in the period of the USSR.

State social policy can be divided into various components of its direction. There are levels that serve the social policy: tax, budget; as well as components of

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the structure of social policy: housing, youth, environmental (Khusainova et al. 2018, Vinogradova et al. 2018). The object of this analysis is the policy in the field of education in the Soviet period.

The synthesis of human, procedural, institutional and spiritual components, based on specific goals, principles, methods, is the basis of the formation and functioning of state policy. Reliance on laws, trends and patterns forms specific types of policies aimed at establishing a sustainable order in public relations.

The development of state policy implies, first of all, a complex of facts, stages, activities, the choice of strategic goals and their recording in documents, programs, laws and doctrines.

METHODOLOGICAL FRAMEWORK AND METHODS

When analyzing a specific political course of a country, it is required to clearly orient oneself and study many factors and conditions: historical development, which influences decision makers; the political culture of the nation as a whole and political subcultures of certain groups of the population; an existing public opinion; the level of development and availability of resources; current political issues, etc.

The characteristic features of modern politics were very succinctly expressed by Putin, the President of the Russian Federation, who emphasized that at present the government should become an effective coordinator of the economic and social forces of the country, building a balance of their interests, determining the optimal goals and parameters of social development, creating the prerequisites and mechanisms to achieve them (Putin 1999).

The study of the ways of interaction between various socio-political institutions, parties, politicians, leads to the determination of those ideas and personalities that influence the choice of a political orientation. One of the main objectives of the study of state policy in one or another aspect is to identify the results which this policy leads to. In this case, one can talk about its compliance with the government's strategy and tactics.

State bodies often play a central role in the preparation and implementation of state policy. The essence and role of the state in society find their real expression in the activities and decisions of the head of state, the government, the parliament. They are revealed in more or less homogeneous types of a targeted impact on society.

In our national historical tradition, the role of a political leader in the formation and implementation of state policy is paramount and is determined both by the form of state governing and by personal characteristics.

The influence of the party system and the party leader on state policy is undoubtedly one of the important features of the development and functioning of

the educational system in the period of the USSR. In the USSR, the political party was the most important institution through which the state policy was implemented. Modern political parties can act as both internal and external elements of state policy. In a one-party political system, the party-state line, developed by one party and implemented by the state, has no alternative, which was a characteristic feature of the state policy of the USSR. The concept "education" is a content-related basis of state policy in this area. It is necessary to turn to official terminology in order to understand the essence of the concept of "state policy in the field of education".

The pedagogical dictionary gives the following characteristic - "state policy in the field of education" - this is primarily "a set of legislative acts and practical measures in the field of education and upbringing of the younger generation, as well as in adult education" (Kodjaspirova 2005).

In the framework of the current state policy of the Russian Federation, education is proclaimed a priority field in the social sphere. A specific feature of understanding the essence of education underlies the state policy in this area of the society organization, at any stage of human development.

The definition dictionary by Ozhegov (1992) gives the following definitions of this concept: "Education - 1. Getting systematized knowledge and skills, training, enlightenment. 2. The totality of knowledge gained as a result of learning".

The concept of "education" has its origin, from the word "image". Education implies a single process of an individual's physical and spiritual formation, a process of socialization, consciously focused on some ideal images, on social standards historically formed in public consciousness.

Education is an integral part of the life of all societies and all individuals in this understanding. This is a social phenomenon, representing a purposeful process of a person's upbringing and training, in the interests of society and the state. Education has become a special sphere of social life since the time when the process of transferring knowledge and social experience separated itself from other types of social activity of the society and it became the people's work who were specially engaged in training and upbringing.

The Federal Law of the Russian Federation "On Education in the Russian Federation" No. 273-FL dated December 29, 2012, Article No. 2 gives the official notion of education, which the state policy in this sphere of current state activity is based on. "Education is a sole purposeful process of upbringing and education, which is a socially significant benefit and is carried out in the interests of the individual, family, society, state, as well as the totality of acquired knowledge, skills, values, experience and competence of a certain amount and complexity for intellectual, spiritual and moral, creative,

physical and (or) professional development of a person, satisfying his educational needs and interests”(Russian Pedagogical Encyclopedia 1999).

The term “education” was introduced into pedagogical studies by Pestalozzi, the founder of the theory of learning, in 1780. The concept of “education” was considered in a broad sense, as the result of all pedagogical influences on a person. This interpretation of education existed until the second half of the XIX century, when an approach to understanding education gradually started to take shape as not only a state, but a process, as a wide range of types of pedagogical activity through which a certain level of education is achieved.

Education was initially viewed in Soviet pedagogy, as the totality of knowledge and skills required for practical activity, and then as a process and result of this activity.

In the modern interpretation: “Education is a system of learning, socialization and development, aimed at mastering by an individual a system of elements of mankind’s objective experience required for successful implementation of activities in a chosen field of social practice, and recognized by society as a certain level of development of the individual” (Russian Pedagogical Encyclopedia 1999).

In this case, socialization refers to a quantitative and qualitative change in socially significant beliefs, ideals, personality qualities, which are required to achieve a certain level of success in society. There are four aspects in the understanding of education in contemporary pedagogical science: as a value, as a system, as a process, as a result.

At the same time it should be emphasized that education bears a state, public, personal nature. The result is ambiguous: it may imply a certain level of literacy, education, professional competence and development, a certain level of self-consciousness and mentality.

The level of development of the socio-political activity of the state has influence on the organization of the social sphere and the directions of activity in the field of education.

The main guidelines were formulated, on the basis of which the state policy in the field of education is implemented:

- humanistic nature of education;
- priority of universal values, human life and health, free development of personality;
- education of citizenship, diligence, respect for human rights and freedoms, love for the environment, homeland, family;
- accessibility of education, adaptability to the level of students;
- secular nature of education in state and municipal educational institutions;
- freedom and pluralism in education;

- democratic, state character of education management (Russian Pedagogical Encyclopedia 1999).

State policy in society is reflected in laws, regulations and orders of government bodies, as well as in the regulatory documents of the Ministry of Education and Science and other departments. State policy is being translated into practical activity by educational authorities created directly, educational institutions, as well as other state public organizations that solve educational and upbringing tasks. Private, non-state educational institutions should strictly follow the areas of the state education policy.

It is necessary to single out one more of the main components of state policy: the constant reform and modernization of the educational system, which is the dominant of the Russian education development throughout history and, of course, in the 20th century that we analyzed.

The reform of education is a complex process, organized and controlled by state agencies. Its necessity is recognized both at the public and at the state level.

The concept of “reform” (from the French. Reforme, from lat.Reformo - transform) - this is formally any innovation, but the reform is simply called a progressive transformation. Thus, the reform is a change in the structure of something made in order to improve, transform, and these are changes in the legislative and state system made by the government without breaking the foundations of existing legislation (Ozhegov 1992).

Reforms in education are large-scale activities in the form of a social project to change the content, structure, methods, forms, which are of a national nature. Educational reforms can be caused by different needs and be multifaceted - from evolutionary to revolutionary ones. They can be started by the initiative of the government class or within the influence of the great pedagogical minds of the time.

The modernization processes of existing educational systems are another form of change in education. The term “modernization” is often used in the modern world to characterize processes occurring in various areas of social development. Often, modernization is perceived as changes aimed at eliminating deficiencies in the organization of social life. There are various approaches to understanding the essence of modernization. The term “modernization”, translated from English, means modernizing, acquiring a number of characteristics typical of society on the path of development which is important for it (Large dictionary of foreign words 2007).

According to Moore, modernization “is the total transformation of the traditional pre-modern society into such a social organization that is characteristic of “advanced”, economically prosperous and politically relatively stable nations of the West” (Large dictionary of foreign words, 2007)

Sztompka (1996) identifies the following meanings of this concept:

- modernization is a synonym for all progressive social changes when society makes progress;
- modernization is identical to the concept of “modernity” and means a complex of social, political, economic, cultural and intellectual transformations.

Modernization is a key concept that is used to characterize ongoing processes that change a particular field of activity. One can call the modernization of the educational system in the country in the current period an urgent objective. “Modernization is a change in accordance with the latest, modern requirements and norms” (Ozhegov 1992).

At the present stage, the modernization of morality, moral foundations is of extreme importance. Therefore, the modern process of modernizing the system of education must be carried out in accordance with deliberate, coordinated and balanced decisions as one of the most important components forming the society as a whole and its individual subjects. The present day state policy in the field of education is built from various components and represents an integral complex of both legislative and practice-oriented nature, presented in government documents. In the contemporary world, the importance of education increases with the growth of the influence of human capital as the most important factor in the formation of the economy and society of the newest quality. The Russian system of education must be able to compete with the various educational systems of the advanced countries in the world. The same goals were also set by the USSR during the periods of cardinal transformations and reforms (Belinskaya and Pronina 2017, Efimova et al. 2015, Enyashina 2017, Khudyakova et al. 2018, Pronina 2016, 2017, Pronina and Belinskaya 2017).

At the present stage of Russia’s development, the role of education is determined by the objectives of its shift to a democratic and legal state, the need to overcome the risk of the country’s lagging behind the world trends of economic and social development.

The goal of modernization is to create a mechanism for the sustainable development of the system of education. To achieve this goal, the interrelated tasks will be solved as a matter of priority:

- developing education as an open social system on the basis of the distribution of mutual responsibility between all subjects of educational policy and the increasing role of all participants in the educational process: students, teachers, parents, and the educational institution itself;
- providing state guarantees of accessibility and equal opportunities for getting high quality education;
- achieving the quality of educational services;

- forming legal and organizational-economic mechanisms in the educational system, attracting and use of off-budget resources;

- improving the social status and professionalism of educators, enhancing their support from the state and society.

Social orientation and balanced social interests are the basis of the modern educational policy of the state. The strategic goals of modernization of education can be achieved only in the process of continuous interaction between the educational system and representatives of science, culture, health care, economy and public organizations, parents and employers (Kochetkov 2017, Masalimova and Chibakov 2016, Ovsyanik et al. 2016, Salakhova et al. 2016, Vasyakin 2015).

The implementation of the modernization of education has influence on almost every Russian family. Therefore, the meaning of changes in education, directions, methods of training and education should be regularly explained to the population, and the results of public opinion should be analyzed by education authorities, heads of educational institutions and taken into account in further educational modernization measures (Masalimova et al. 2014, Salakhova et al. 2016, Vlasova et al. 2016, Yemelyanenkova 2017).

RESULTS AND DISCUSSION

To analyze the development of state policy in the field of education in the 20th century, it is necessary to determine the periods and stages of the formation and development of education, as well as to determine the specifics of modernization and reform of this area and the significance of the state regulation mechanism in it. Changes in the educational system, as a rule, became an integral part of every major political change in the internal life of the country. The country’s leadership has always treated the education industry with particular attention, carefully choosing its policies in this area.

The second period of development of our country in the 20th century is the chronological framework of this analysis. The policy of the new state in the field of education after the revolutionary events was primarily aimed at finding those components of the educational system that existed in Imperial Russia (in the first period) that could become the basis for the development of the Soviet tradition in education. The process of determining the most significant components in the field of education was connected with the fact that, due to objective and subjective reasons, the new government could not immediately create a new system of education and was forced to turn to the existing grounds and traditional approaches.

The state policy in the field of education in the Soviet Union was determined not only by legislative acts, but also by the speeches of the party leaders, their speeches made at congresses, meetings, as well as

resolutions of plenary meetings and party congresses. The materials of the party conferences, plenums, and congresses at that historical period were the guiding and basic reference point for the development of all areas of the life of the state, therefore, in our study, this problem is considered in view of a wide range of party and state documents that make up the foundation of the state policy in the field of education.

There are five stages of the formation and development of the policy of the USSR in the field of education, which are associated primarily with the change of the party leader and changes in the state's goal setting to solve problems at specific stages of the state development.

The first stage embraces the 1917-1920-s and is associated with the first transformations that took place in Russia after the October Revolution. The guiding role of the party leader Lenin and his associates is a characteristic feature of the stage.

The second stage - 1930-1953-s is connected with the prevailing influence of the party leadership in choosing the direction of state policy in education, changing the attitude of the party and its leader to new advanced, experimental pedagogical ideas, technologies and developing the education policy that is controlled by the party. This stage also comprises the period of building a rigid state policy in the field of pre-war, military and post-war realities, which directly told upon the specifics of the modernization of this area.

The third stage - 1954-1964-s is connected with the party's rigid control and the state bodies of the system of education, as well as the search for ways of humanistic orientation in education and upbringing.

The fourth stage - 1965-1985 - a period of stagnation. This is a stage of structural governance of the state policy in the field of education. The role of the party and state bodies was rigidly spelled out at the legislative level, all decisions were made at the level of laws, legislative acts, decisions of party congresses and plenary sessions. This period demonstrated both the achievement of a new, high level of education, which even now no one refutes, and the level of the highest formalism and ideological and bureaucratic component.

The fifth stage - 1985-1991 - the time of restructuring (perestroika), the reform of education ends with its failure and the collapse of the USSR.

Along with this, this is the period when the ideas of education were formed by educators-innovators, returning us to its humanistic orientation. This is a controversial period, which is associated in education with both the search for something new and the features of regression and crisis. These are characteristic features of reforming education, which have been carried out by the state throughout all these decades.

Beyond any doubt that the foundation of the state policy and the educational system of contemporary Russia is based on the achievements in this sphere of the Soviet period and earlier historical periods. The significance of this study, first of all, consists in an objective assessment of the achievements of the Soviet educational policy, which began its formation and focused its approaches on the historical tradition, which in turn formed the foundation for the formation of the current educational system of the Russian Federation. The analysis and identification of positively oriented components in the field of education of the Soviet period today are of fundamental importance and relevance.

CONCLUSION AND RECOMMENDATIONS

Thus, education, as a process and result of the individual's purposeful development in mastering a certain amount of socio-cultural experience, is one of the most important areas of the functioning and development of any civilized human society. All other components of the country's socio-cultural system directly depend on the level of development of this sphere.

The concept of education is the substantive foundation of state policy in this area, which in its turn appears as optimization and control over the most acceptable functioning of educational processes in accordance with the state ideological guidelines that determine ideas of the state about the optimal development and functioning of a person in society.

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