

RESEARCH ARTICLE

Educational Reforms in the Context of Contemporary Civilizational Changes

Las reformas educativas en el contexto de los cambios de civilización contemporáneos

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Summary

Analysis of educational system seems to be the most reasonable when the key points are reformation and modernization of education, since the mentioned processes are the response to transformations in adjacent social spheres caused in their turn by objective changes, which may include civilizational, transnational changes in education at national level. This article is devoted to the estimation of educational reforms in the context of contemporary civilizational changes. The research aimed to systematize the features of development of reforms in the field of education, to develop measures on coordination of activities among main participants in educational process, to determine its main features in the context of civilizational changes. It has been established that the key point is to detect balance between autonomous right of a university to render education and scientific studies for economy and society, and responsibility of state for assurance of quality, accountability, integrity, and availability of education. It has been proved that the education sector needs investment to improve learning and research conditions. Another issue is implementation of new forms of financing, including on competitive basis, to support interest and interaction between universities and business environment. It has been determined that new trends in cooperation should not only concern the development of innovations and commercialization but also attract employers to cooperation aiming at development of new or updating the existing learning programs.

Keywords: Education, Reform, Innovations, Civilization, Commercialization, Modernization, Cooperation

Resumen

Este artículo está dedicado a la estimación de las reformas educativas en el contexto de los cambios de civilización contemporáneos. Se ha establecido que el punto clave es detectar el equilibrio entre el derecho autónomo de una universidad a impartir educación y estudios científicos para la economía y la sociedad, y la responsabilidad del Estado por asegurar la calidad, rendición de cuentas, integridad y disponibilidad de la educación. Se ha demostrado que el sector educativo necesita inversiones para mejorar las condiciones de aprendizaje e investigación. Otro problema es la implementación de nuevas formas de financiamiento, incluso sobre una base competitiva, para apoyar el interés y la interacción entre las universidades y el entorno empresarial. Se ha determinado que las nuevas tendencias en la cooperación no solo deben referirse al desarrollo de innovaciones y comercialización, sino también atraer a los empleadores a la cooperación con el objetivo de desarrollar nuevos programas de aprendizaje o actualizar los existentes.

Palabras clave: Educación, Reforma, Innovaciones, Civilización, Comercialización, Modernización, Cooperación.

Introduction

Aiming at analysis of educational system oriented at cognition of dynamics of changes in the education sphere and its subsystems, at detection of development of country not by means of resource industries but by means of the most important sphere of human formation, the education sphere, it is important to understand various contents of such notions as reformation and modernization. In this case reformation of education can be considered as a necessary precondition of modernization, when conceptual and legislative backgrounds of system changes in the sphere of education are established in accordance with the vectors of development selected by modern society.

The issues related with the development of higher education were studied by A.M. Buzmakova (2020), M.B. Karimzoda (2019), I.V. Okhremenko (2019), R.A. Sadykov (2020), S.S. Stukanova & I.P. Stukanova (2020), I.V. Yakovleva (2019), and others. Herewith, at

present there are no distinct determinants of educational reforms in the context of contemporary civilizational changes.

Methods

Theoretical and methodological basis of the studies was comprised of abstract-logical method, induction, deduction, analysis, synthesis, systematization in order to substantiate approaches to definition of educational reforms in the context of contemporary civilizational changes.

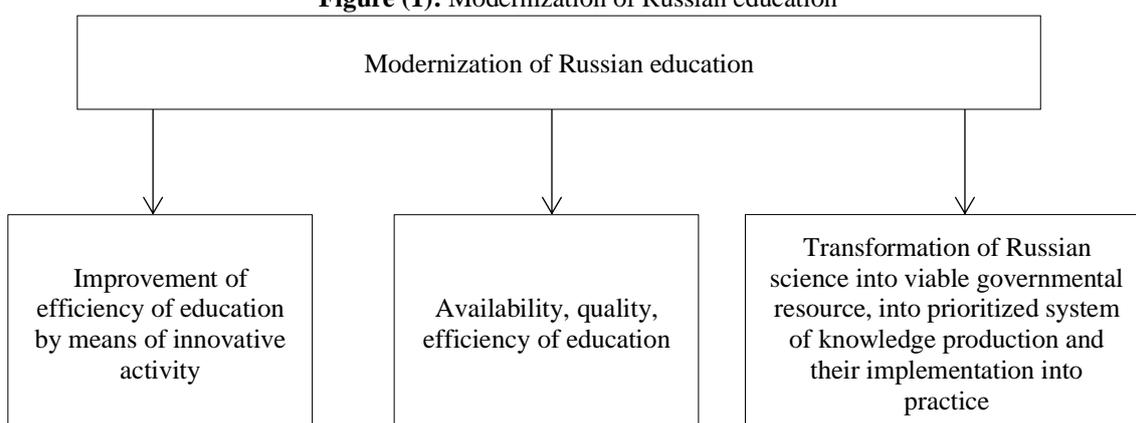
The information base of the articles was comprised of statistical data of governmental agencies, legislative and regulatory documents governing environmental policy of economic entities under conditions of digital economy, as well as the available scientific findings (Lobanov et al., 2020; Ogloblina et al., 2020; Zhukova et al., 2020).

Results

It has been demonstrated practically that the reform in education is accepted as the reorganization of activities in the sphere of education aimed at fulfillment of new tasks on the basis of implementation of significantly updated education paradigm. Herewith, reformation of education is related also with bringing of political, financial and economic, and social institutions of state concerning the sphere of education in correspondence with definite objective of education development, which, in particular, for Russian education is satisfaction of educational needs, interests and development of personality of each citizen, as well as resource provision of establishment of economically stable spiritual society integrated into world space.

At the same time, modernization of education can be considered as changes supporting and providing dynamic development of education in accordance with such tasks of the reforms as improvement of operation efficiency of universities, availability, quality and efficiency of education, conversion of science into valid tool of state (Fig. 1).

Figure (1): Modernization of Russian education



Herewith, the context of the term "reformation" requires for reinterpretation of: education state through the lens of its value (national, social, personal); mechanism of functioning in society; functioning of spheres of life adjacent to education, which influence the development of education and without reformation of which, according to predetermined vectors of development, the reformation of the education sphere is impossible.

Reformation and modernization of education should be considered as important social problem, since the education sphere is an intermediary between personality, society, and state,

really influencing the harmonization of their relations. The education sphere most completely satisfies not only interests, needs, demands of personality, carries out training for life in society, but also promotes formation of ability of a young person to understand and to percept social transformations, changes and their consequences, active life philosophy.

In addition, state and its education sphere are meant to serve the people, their development. Reverse order is rejected (though, it exists up till now), when a person should adapt to patterns imposed by education serving national institutions. Therefore, the main collision of the Russian education system is presently in the isolation of the education sector from the needs of the county. Modernization of the Russian education should solve this problem.

From the point of view of contemporary civilizational changes, it is possible to highlight three reasons of education reforming. The first reason of the reforming can be considered as common or global, since it causes necessity of education reforming in all countries without exclusion, it is related with civilizational changes. In this case the civilizational changes are generated by evolutionary development of humanity, since expansion and deepening of human intelligence in certain historical periods lead to such inventions of human brain, which cardinally change the world and its perception.

Exactly in this point of bifurcation, due to innovative changes in social development there occurs civilizational displacement, which becomes the reason, in particular, of transnational changes and, as a consequence, of reforming and modernization of educational sphere as the most mass social institution of formation and development of human intelligence and human resources.

In this case the global reason of contemporary civilizational changes is the invention of information and communications technologies. This information explosion of human intelligence generated, to a large extent, globalization and integration, though, setting priorities, we often mention them in such sequence: the processes of globalization, integration, and informatization of society.

The informatization has increased the extent of changes, information becomes available, knowledge is becoming rapidly obsolete, and the requirements to professional and personal human properties become variable and dynamic. In this case the information and communications technologies and Internet cardinally modified educational environment, and the means of interpersonal communication promoted formation of qualitatively new young generation of information society, deepened the gap between generations, and continuance of traditions.

The informatization of society put the principle of continuous education to the prioritized positions of modern education, and media space provided the status of importance not only for formation and development of a human but also for social conscience and social orderliness. Due to globalization such innovation notions are formed as world educational pace, world educational networks.

In this case various levels of integration of educational, scientific, pedagogical, governmental, public organizations provide unprecedented opportunities for their cooperation, interaction under conditions of internationalization of various spheres of social life. Learning, researching, innovative activities are globalized due to formation of new systems of distance learning and research networks, which operate in the world regardless of geographical and political boundaries.

Under the conditions of rapidly varying world, the knowledge and qualification of personality become not only its capital, personal value but also acquire public and national value. Economic and social development of country, its national security become dependent on qualification and education level of each person; thus, the educational sphere produces human resources, occupies prioritized positions and starts interacting with other public spheres.

At the same time, the education is understood in wide context. New fields of scientific knowledge appear at intersection of different sciences and education, such as economy of education, educational policy, educational right, sociology of education, education management. In this case cumulative human intelligence, human resources in whole play leading role in modern society, and their development becomes the object of research of various sciences. However, uniqueness of current stage of society development is in the fact that it requires for human talent, individuality, exceptionality, creativity, exclusivity of citizens.

Therefore, the educational reforms are not considered as exclusively sectoral, they become significant mechanism of society development. Another reason of education reforming is social and economic transformations occurring at different times in different countries. Herewith, modification of political arrangement, business mechanisms, and formation of financial markets entail necessity to reform education as the most massive social institution of development of human capital.

One more reason of education reforming in a single country can be comprised of its intention regarding consolidation with certain integrated economic and educational space. In addition, the education reforming in the Russian Federation was stipulated by three reasons at once: significant social and economic transformations, changes of vectors in political, social, and economic development of the country; spreading of globalization and integration in the world, intensive development of information and communications technologies.

Difficulties of reforming and further modernization of education in the Russian Federation were in the fact that the education sphere had no opportunities of gradual reforming. The education had to respond at once not only to significant social and economic transformations in the country but also to civilizational changes, as well as to consider for globalization and integration, to respond to society informatization and implement the requirements of Bologna process.

Governments of numerous countries also face most of the problems occurring in the Russian Federation, though, in less acute form. Such problems relate to poverty and ageing of population, rearrangement of economy from industrial sector to servicing, occurrence of new social challenges, deepening of social inequalities, as well as weakening of social solidarity.

Facing such difficulties, the Russian Federation had to overcome challenges related with fundamental changes in its economic model: conversion from authoritarian to market economy, from single-party political system to multiparty democratic government, which in its turn evoked the lack of will in economic and political systems.

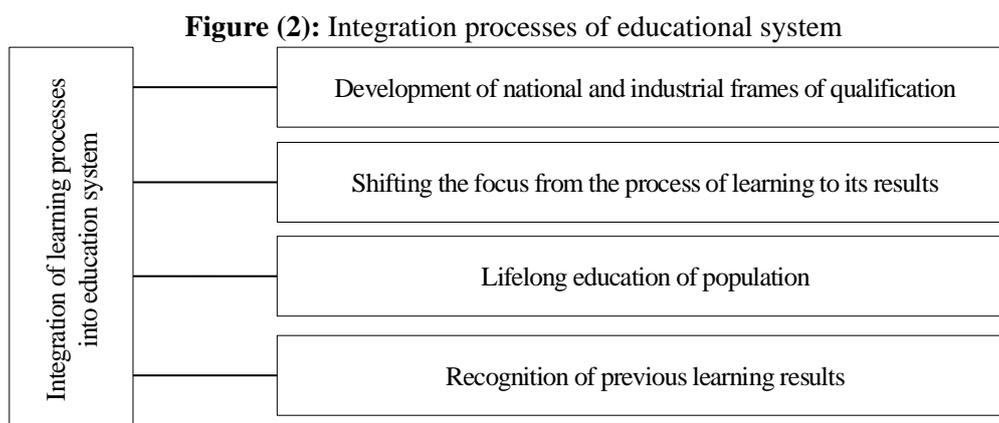
In this context there exists valid opinion that for any social systems there are certain limitations regarding the number of changes and reforms, which could be accepted without serious consequences. In this case society is not a machine but live organism, which is developing and organized according to its own laws, which cannot be violated by enthusiasts–reformers. The Russian experience has demonstrated that the attempts to disregard from logics

and rates of historical development, to converge the life into frames of beautiful ideal unmatching the level of culture result in violation of integrity of society self-organization.

Due to the oversaturation with significant changes, the education system of the Russian Federation has been reformed in a painful way. Therefore, the education reforming cannot not be characterized as gradual, the reforming stages had been blurred in time, overlapped on each other, which led to significant accumulation of reforming and modernization targets, their inconsistency and, upon correct formulation, made them hard for execution.

At the same time, development of the Russian education during construction of national independence occurred under conditions of important internal influences of political, economic, cultural, and educational factors as such. The main of them, in particular, include political instability, frequent changes of governmental teams, uncertainty of reference points regarding the ideological consolidation of society; inconsistency, lack of scientific validity of state policy in education; destructive social effects of education (corruption, politicization of management, inequal opportunities for quality education); lack of quality monitoring of ongoing reforms, low public participation in educational reforms.

However, strategic objectives of education reforming in any country are determined by educational policy and regulated by educational laws. In this case integration processes include creation of national and sectoral frames of qualifications, shifting the focus from the process of learning to its results, lifelong education of population, recognition of previous learning results (Fig. 2).



Therefore, the main principles of education reformation define the strategic tasks: revival and development of the national education system as the most important link in the upbringing of conscientious citizens; formation of educated, creative personality; bringing education in the Russian Federation to the level of the developed countries of the world by radical reformation of its conceptual, structural and organization foundations. In addition, it is planned to establish on equal basis the nonstate educational entities as well as perform deep democratization of traditional educational entities.

Discussion

Reliability of the presented approaches is confirmed by the fact that the quality assurance system still depends on models of production efficiency (input–output), which originate from traditions of quality control and are less related with the model of process quality assurance (Agamirova et al., 2017; Lukiyanchuk et al., 2020; Zavalko et al., 2017). Such model of centralized control reserves for the ministries the responsibility for micromanagement of

some aspects of educational process, firstly for the content of learning programs, which in most Western universities is the competence of universities.

The most distinctive feature of the students as a social group in the Russian Federation is its significant growth. All this is a consequence of students' comprehension of efficiency of investments into acquisition of higher education. In addition, decrease in birth rate, emigration of young people and deep structural problems of Russian economy give reason to hesitate about relatively sustainable trend of expansion of educational sector.

Another important trend is comprised of the changes in orientation of education and academic disciplines: natural sciences, engineering specialties and disciplines are partially displaced in favor of humanitarian specialties and those subjects that are most associated with the development of new market economy. In this case the students' dissatisfaction mainly concerns excessive theoretical orientation of learning courses, insufficient opportunities to develop practical skills, limited opportunity to select academic disciplines, outdated didactic methods, insufficient material and resource base of learning process, as well as the lack of financial support for learning programs abroad.

Herewith, modernization of higher education will not be efficient for Russian economy if there still exists centralized control determining mandatory educational and qualification level, positions and the number of students who can graduate from university every year with predefined qualification level and specialization.

Conclusion

Therefore, it is possible to conclude that most of the existing issues in the field of higher education could be reduced to one key point: to detect balance between autonomous right of a university to render education and scientific studies for economy and society, and responsibility of state for assurance of quality, accountability, integrity, and availability of education. That is why further development of institutional autonomy of universities is required.

In addition, the education sector in Russia needs investment to improve learning and research conditions, to renovate educational buildings and dormitories, practical training and laboratory buildings, teaching aids, equipment and tools. It should be highlighted that solution to this problem requires for development of education economy, special investigations, various mechanisms of financing, budget systems and financial management.

Another issue is implementation of new forms of financing, including on competitive basis, to support interest and interaction between universities and business environment. New trends in cooperation should not only concern the development of innovations and commercialization but also attract employers to cooperation aiming at development of new or updating the existing learning programs, support of students regarding their employment and development of entrepreneurial skills, as well as support of trainee programs implying practical participation of students in real projects.

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