

PEDAGOGICS

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STRATEGIES OF LEADING DESIGN DEVELOPMENT OF RUSSIAN EDUCATION

SUMMARY. This article describes the sources and manifestations of the contemporary crisis in education in Russia, caused by both objective socio-cultural circumstances and management errors. It shows the progress in understanding the correlation between economics and education, requiring a transition from the education meeting the socio-economic situation to leading education. The article outlines the conditions and measures for transforming this crisis into a renewal of the system based on an awareness of the major humanistic educational ideas, assimilation of new standards, recognition of the real priority of education, the use of both traditional and new educational technologies, the development of educational systems, both from the top (the decisions and actions of the state) and the bottom (the development of the creative initiative of teachers and teaching staff).

KEY WORDS. Socio-pedagogical design, leading education, traditional and innovative educational technologies, comprehensive monitoring of educational outcomes.

Nowadays the elaboration of strategies of leading forecast, modeling and projecting of education, methodology and technology of these processes acquire special urgency for further outcomes of the education and the country on the whole.

The point is despite relevant outer prosperity (pre-school institutions and school work, higher educational establishments admit more students) Russian education goes through serious inner crisis. It is enough to remember that the average age of the secondary school teacher (and the majority of them are women) is 52 and the prestige of teaching profession declines to such a level that some teachers' training institutes cannot recruit students even to budgetary positions. On the world arena our education system lost its leading positions and in some criteria occupies 40th-50th places.

Such a situation is caused both by some objective reasons and by a number of errors and mistakes of educational management. The objective foundations of global

character are problems of transition to the new post-industrial epoch of socio-cultural development, the advancement to the foreground the problem of consistent development and reasonable use of nature, co-existence and cooperation of different cultures, countries, traditions and creed.

All over Russian foundations are complicated transition from socio-economic realities (so to say developed socialism) to market economy and construction of the democratic legal society and state.

The subjective sources of the crisis are the loss of inner humanistic strategic guides of educational development by leaders of education. They hastily change them to guides of market which is expressed in treatment of education as services sector, in its rampant commercialization, in declarative thesis of priority of upbringing in educational system, in aiming schools at coaching how to choose the correct variant in Russian national exam, in elimination of nearly 30 thousand ungraded schools (predominantly rural ones) as unprofitable and not providing the quality of educational services.

So as a result of twenty-years of social transformation, there is a huge gap between declarative humanistic person-oriented social strategy (it was declared in all official documents), its realization on the level of educational policy both in the center and regions and practice of real improvement of education which was called either reformation or modernization, or optimization, or perfection.

Practice appeared to be sensitive to many positive undertakings and signals of the Center (diversification, broadening of cultural range in the content of education, periodic encouragement and support of innovations, informatization and technical equipping of educational process, etc.). It preserved and even multiplied many progressive traditions of Russian education: multicultural level, high level of primary education, high potential of mathematical education, achievements in developing of cognitive abilities and so on. We call this phenomenon as a positive inertia of practice, its ability to selection of coming from above and fashionable models, instructions and samples, its readiness to resist bureaucratic methods of management and estimation of results.

The factors enumerated above and also the crisis of education itself influenced the sciences connected with education and first of all pedagogy. Side by side with brilliant practicing pedagogues and scientists connected with practice (Sh.A. Amonashvily, V.V. Davydov, D.B. Elkonin, L.V. Zankov, I.P. Ivanov, M.A. Danilov, M.N. Skatkin, M.I. Makhmutov, I.J. Lerner, V.A. Karakovsky, M.M. Potashnik, E.A. Jamburg and many others) a great number of poorly educated candidates for scientific degrees intruded into the science. The level of demands to scientific works was abruptly decreased for the sake of humanity (the desire to help creative teachers). As a result methodological culture of researches and especially the level of the scientific supervision and construction of the theoretical and practical working declined. It can be supposed that the theory and practice are connected here according to the principle of the communicating vessels passing to each other both positive and negative influences.

A number of scientists, including A.M. Abramov, E.D. Dneprov, V.G. Kinelev, G.F. Kutsev, O.N. Smolin, E.V. Tkachenko long ago sounded the alarm concerning a condition of domestic education, and it is pleasant that they were at last heard, that V.V. Putin in the pre-election materials put forward the thesis about an education worthiness, that development of economy should be focused on a high education level of Russians, and this level acts as powerful potential, a reserve of development of economy and the whole society. “More educated people—it provides a longer life expectancy, a smaller crime rate, the reduction of anti-social behavior, and more rational choice. All these factors create a favorable background for our future”—V.V. Putin noted [1].

Our best educational achievements are recognized as serious competitive factors in the backlog overcoming in social and economic fields.

In considered aspect the abstract dispute what is at the outset—the culture or economy—loses its meaning. These fields determine, assume and cooperate with each other. Without the economic base the life of society is impossible, but cultural development, in turn, causes economy possibilities, and education as a culture projection, causing a way of its preservation, enrichment and translation to new generations is urged to work for the future, so to advance modern economy. And that is the idea of leading education. Not catching up education and even not so much a “synchronous” one, i.e. satisfying today’s inquiries (that is certainly necessary), but laying away education, preparing the future of both the education itself, and the whole society.

As far as the crisis is concerned, it is necessary to mention that the crisis can be of two types: the crisis before destruction of the system and the crisis leading to its renewal. We are sure that the remaining potential of domestic education and competent efforts both “from above”, and “from below” with active participation of the science will provide positive overcoming of the crisis situations. Crisis becomes a revival and development threshold by means of the realization of the constructive model of transformations. However for this purpose it is necessary to carry out a number of purposeful actions demanding self-criticism and readiness to operate:

- the true purposes and results of education are to be realized by everybody involved in the definition of the general strategy of development, development of models and projects of the future and their implementation;

- to reveal a complex criterion of efficiency of the education (including personal, social, economic and cultural components) and use it at an assessment of process and results of innovative development;

- to reveal and recognize the mistakes committed, the miscalculations, unrecorded risks, incorrect reference points and the losses caused by these actions and expenses;

- to realize the remaining or undiscovered potential, to reveal “growth points”, supports which create bases for development, contain revival potential;

- it is necessary to revive pedagogical creativity of teachers and pedagogical staff, to achieve balance of an initiative “from above” and initiatives “from below”;

— to provide advancing scientific and practical experimentation, checking perspective models of educational institutions and systems before recommending them for the widespread use.

Let's notice the references that for nearly eight years there was an experiment on Unified State Examination before it was made compulsory, are absolutely not well-founded. No signs of original experiment (neither linear, nor comparative) were observed. There was simply administrative, widespread distribution of this undertaking to new territories with some updating of the contents and especially examination procedures.

Let's give a short summary of the stated provisions.

As the true purpose and product of education is not knowledge reference points (KAS-conception: knowledge, abilities, skills) which are basis for the Unified State Examination and the state total certification, and first of all personality development, realization of human potential, valuable orientations, motivations, abilities, civil and moral qualities of the person. **Personal development** criteria and the corresponding indicators should answer this purpose.

The **social** purposes find reflection also in personal development, as the personality in its orientation and moral reference points is always social, and in formation of the humanistic, tolerant relations in actual society and the society of the future which should be built by those who attend kindergarten or school now.

The purposes and products of the **economic** base consist of capacious, though not absolutely exact formula of accumulation of "human capital", and what is more concrete—formations of the workers by means of education, capable to work creatively and much more productive depending on the level and quality of the acquired education. Such dependence was revealed long ago by the Russian scientists who proved high economic return of investments in education though investments in education, very effective, demand "long money" because benefits are seen far not at once. We mean the works of the academician S.G. Strumilin in the 20th of the XX century and the subsequent development of the Russian and foreign scientists, including Russian (V.A. Zhamin, E.N. Zhiltsov, G.A. Egiazaryan, etc.) [2].

And, at last, may be the most important and significant—realization of **culture-saving** and **culture-creating** function which is presented in the last generation of educational standards as the aims of formation first of all key competences. These categories reflect both sociocultural, and the personal purposes of education, as culture projections, as the aims of education of the person of culture owning valuable senses of modern culture, knowledge, experience, readiness and ability to apply the cognitive possibilities and abilities on advantage to the society and his own development.

Achievements of modern sociology, psychology, pedagogics, ethics, axiology allow to create the complex system of monitoring which reflects rather fully the true purposes, process and results of education and those innovations and modernizations to which it is exposed. A number of offers and projects of such

complex monitoring has been already developed (A.I. Subetto, T.A. Strokova, V.T. Volov, etc.).

Understanding of the purposes and projected results of education gives the opportunity to correct the committed mistakes, first of all—to replace an inexact and partial assessment of results by means of Unified State Examination with the help of complex monitoring, to restore social functions of education. These functions are the following: equal starting opportunities in education, identification, development and support of children's endowments, the role of education as a "social lift" which works independently of parents' and sponsors' financial status, an establishing of the mechanism of support of rural schools and schools which are not so big, including private ones, support of education and tutors; modernization of pedagogical education and the status of the teacher in the society.

In the course of further modernization of domestic education as it was convincingly shown by Ya.I. Kuzminov, I.D. Frumin, A.B. Zakharov, it is useful to rely on studying of the best practices, strengths of Russian education, an approach which authors called "humanitarian education modernization" [3]. According to the level of primary education and the academic knowledge of pupils in the field of mathematics and natural sciences Russia is included into the first ten of the countries participating in the research. We are also in the leading group on coverage of children by school education. Authors draw a conclusion that the Russian school education in a certain part is quite competitive and it is a potentially important resource of increase of competitiveness of the country though they confess that according to the researches in the PISA and TIMSS tests we essentially lag behind in formation of such competences as application of knowledge in real situations, understanding of texts, work with information sources. We lag behind the developed countries also in the field of training to social and technological disciplines.

While carrying out further modernization of education it is very important to find a measure providing not only administrative and compulsory, but also creative, voluntary and initiative position of practice while carrying out innovations "from above" in order they wouldn't suppress and force out an innovative initiative "from below" and pedagogical creativity of teachers and tutors. It is necessary to revive the movement of teachers-innovators, so powerfully and convincingly declared itself in the late 80th—the beginning of the 90th, approved at school pedagogics of cooperation, having outstripped thereby processes of democratization of the society. Pedagogical search at the level of educational practice is necessary today first of all in connection with development of new federal educational standards. Understanding usefulness and prospects of the ideas of priority of education, competence approach to results of education and complete educational process we still should find real ways of their realization without the loss of quality of education.

It is useful to develop and start as an experiment a number of the perspective projects connected with the creation of schools and the preschool centers of health improvement, educational developing complexes for the rural areas, schools or the

centers of technical creativity, the development Centers with application of modern information and computer technologies, and some other projects, involving teachers-innovators, and also supporting their own projects undergone an expert assessment and recommended for implementation as an experiment.

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