

Modernization of education in Russia: basic results

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Abstract. Modernization processes in the Russian Federation covers almost all spheres of life, and the education sphere is one of the highest priorities in the implementation of reforms. At the same time, the process of modernization of the education system seems to be quite controversial. On the one hand, it aims to integrate Russian education into the global system. On the other hand, the mistakes made during the transformation, led to negative results. The article presents the results of the study of modernization of the education system in the Russian Federation.

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Introduction

The policy of modernization in Russia, which began in the mid-2000-s, supposed to solve two main tasks. The first relates to the need to overcome the consequences of the economic and social crisis that developed in the country since the early 1990s which is caused by the reform policies and methods of "shock therapy" [1]. The second task was called to ensure the innovation development and modernization of the country, the way which Russia should step into, to maintain its position in the world, and in the global economic system. The status of a state in the world economy is determined by such parameters as the area, the population, GDP produced, GDP per capita. Although Russia is still in the first place in the world in terms of area (11.5% of world's land), in explored reserves (25% of the world) and exports (15% of the world) of natural gas, but during the twentieth century, Russia's share in land area decreased by 23%, in the world's population - almost 4 times, in the world's GDP - by 83% [2]. In this context, the modernization in Russia aims to restore its socio-economic and military potential and to prevent "correction" of the political world map. Modernization requires changing all the parameters of social development, in all the spheres of society. These tasks vary in their scale, volume and resources, including time. A special place among these tasks is given to the modernization of education [3]. The education system that is focused on the creation of intellectual and spiritual resources, provides scientific and technical progress, a dynamic development of the economy, industry and agriculture production, the social system, national culture and moral principles. Therefore innovative transformations in the society are always associated with the reforms in education. The functioning of education system in today's Russia- is a factor of strategy of only socio-economic, intellectual and

spiritual development of the society, but it is also a determining condition for the survival and security of the country [4].

Method

The data of the Federal State Statistics Service, the secondary data of sociological researches, and the information of periodicals are an empirical basis of the research. The methodological basis of the study is the methods of analysis and synthesis, the comparative method, as well as descriptive method.

The main part

At the beginning of modernization at the end of 1990s, the education system was a complicated socio-economic and scientific-technical complex of national economy [5]. In accordance with the Law of Russian Federation "On Education" from 13.01.1996. Number 12 - FZ the education system included the following steps: pre-school education; general education (primary general, basic general, secondary (complete) general education); primary vocational education; secondary vocational education; higher professional education; additional adult education; education for orphans and children left without parental care (legal representatives); special (remedial) education for students with retarded development) [6]. In this system, the first five elements of the educational process are considered as basics. Their functioning was ensured by 69613 schools with the total number of pupils and students 21 369 thousand persons. Of these general educational institutions (schools) numbered 65300 establishments, primary vocational schools (PTU) - 3911, secondary vocational schools (technical schools, colleges) - 2576, higher education institutions - 939, of which 590 state, not state - 349.

Instructional staff consisted of 2 226 thousand people (listed at the beginning of the 1998-1999 academic year) [7]. The education system included state (federal, regional and municipal) and non-state (private, public and religious) educational institutions. By the types of vocational training programs the system contained institutions that have primary, secondary, higher and post-graduate vocational training.

The important task of modernization of our education system is to maintain Russia's place among the leading countries of the world, its participation in the development of a unified educational space of European countries. It is expected that the integration of Russian education into a unified educational space of Europe will improve the quality of higher education in our country, the mobility of students, teachers and administrative staff of universities, it will ensure mutual recognition of the qualification of relevant documents in the field of higher education and achieve the autonomy of universities. For integration into the European multi-level system of education the Ministry of Education of the Russian Federation decided to pass the national high school to the Bologna system, and in 2003 Russia joined this European process. In accordance with the Bologna Declaration - a joint document of the Ministries of Education of Europe (1999). Russian education should form a multistage system of higher education. It should ensure the convertibility of diplomas on the basis of the implementation of comparable qualifications in higher education, generally accepted assessments of labor input (courses, programs, loads) in terms of credits (loads), as well as a reflection of the educational program in an attachment to the diploma according to the model developed by UNESCO.

During the period of modernization of the educational sector it had a series of changes that cannot be evaluated unambiguously. Modernization of the education industry was accompanied by a significant increase in its investments. For example, in the 2001 budget education has become the largest articles of expenditure of the budget, outrunning the defense financing. Among the positive results of modernization there is the implementation of measures to optimize the network of rural schools, including the strengthening and development of teaching and methodological as well as material and technical and bases of rural schools (in the country of 68 thousand schools, two-thirds are - rural schools). Undoubtedly a positive factor was the development of the variability of teaching, when along with the budgetary system of education large sector of private educational services has formed. State Secondary School remained free. For higher education

institutions an education payment mechanism was developed. Since 2005, according to the State Statistics Committee, the part of students studying on fee-for-education, in the total number of students in public and private universities exceeds 60%. The growth of people's spending on education was observed throughout the 2000s. So, in 2001, expenditure on education on average on household member was 20.1 rubles per person per month, in 2005 it was 77.6 rubles, and in 2012 - it was 159.7 rubles. So, the cost of education for the specified period increased by almost 800% [8]. However, according to some estimates, more than 50% of paid services in the field of education are in the "shadow" [9]. But even if these data are overpriced, however, this means that the share of private expenditure on education in GDP is significantly understated. In order to implement equal opportunities for higher education for students from different regions and sectors of the society unified national exams were introduced. However, the education experts' assessment of the unified national exams is not unambiguous. As any unified format it is focused on the simplicity of knowledge, is not able to identify the student's creative potential, the ability of his intellectual activity and its development, which can have negative consequences for the formation of intelligence of future generations.

During the reform of our education system a new network of training and educational centers began to develop. It included traditional universities, which have received the status of "research centers." Federal universities were established, and it is expected to develop specialized universities as centers of concentration of Russian science. We have a new way of forming of education in institutions of higher education in Russia. In accordance with the law taken in 2007 "On changes in certain legislative acts of the Russian Federation in connection with the establishment of compulsory education» [10] and the law "On changes in certain legislative acts of the Russian Federation (in the establishment of levels of higher vocational education) "[11], the system of education was called to ensure a traditional education program for training qualified specialists in relevant specialties (education duration 5 and 5.5 years), as well as the implementation of education programs of higher vocational education, awarding the graduate by a degree "Bachelor "(4-year training) or "Master "(duration 1-2 years).

Such education system is attributable to the market model of public development. Within its framework education is a wealth, the possession of which is not everybody's fate, only a small percentage of the population, representing the economic and public-administrative elite. We cannot

ignore the fact that the modernization of the national system of education is carried out in a new demographic situation, generating problems in the education industry, especially in the field of higher education. According to A.V. Bilotserkivskiy budget places in universities are allocated at 170 students per 10 thousand people. But over the past five years, the number of the youth group of a college entrant age has halved [12]. Therefore, universities take not the best school graduates, constituting, as a rule, no more than 15%, but the bulk of the high school graduates, 70%, and more besides, who are not professionally oriented. Thus, the number of students per 10 thousand people rose from 176 in the 1998-99 school year to 493 students in 2010 / 2011 [13]. This boom of interested to pursue higher education was a specific response to the economic crisis of the 1990s which entailed devaluation of human's capital, but it increases the adaptive capacity of the person to new social and economic conditions. Higher education has become a social norm for the population of Russia [14]. However, the mass character of getting higher education without adequate resource support, especially financial, inevitably leads to a decrease in its level. It is suffice to say that Russia is ranked 110th in the world in the share of expenditure on education to GDP - 4.1% [2].

We failed to implement the central idea of two-stage education model -forming professionally-oriented competencies of masters, who complement the bachelors' competencies, due to their individual educational trajectory, in the forming of which the decisive role should be given to the academic student mobility. Today, its implementation is almost impossible due to non-compliance of the curricula of universities, financial insecurity, etc. [15]. The transition to the Bologna model of education is accompanied by formation of complicated bureaucracy system of management, which diverts attention and resources from the educational process, from ensuring its effectiveness, from acquisition and use of modern educational methods and technologies. We failed to overcome the significant differentiation in the level and quality of education, especially for personal and peripheral universities, a large number of pseudo universities is maintained. In turn, the labor market also did not respond to the innovations in the national education system and did not determine professional requirements in the national economy to the status of a Master that does not form a motivational mechanism of this form of learning.

Summary

Thus, the measures taken to modernize the education system in Russia, did not give the expected results. A technological gap between Russia and

economically developed countries is maintained, as well as the decrease in competitiveness of higher education. The difficult situation of the education system is natural. Since the mid-1980s, it was subjected to constant reforms. As any complex and inertial social system, our education is not able to transform quickly. But the decisive reason for the failure of the process of modernization of Russian education system is related to a subjective factor, to an error in educational policy. Educational reforms were carried out by trial, without a detailed analysis of the existing problems and the needs of the society in the field of education, without a proper scientific justification of the strategic goals and directions of the development of national education, without a careful calculation of the necessary resources. However, there is no denying the awareness of the Russian ruling elite and of the public about the importance of the new role of education in the 21st century.

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