

# INTEGRATED APPROACH TO THE ORGANIZATION OF STATE REGULATION OF HIGHER EDUCATION IN RUSSIA: SOCIAL NEEDS, DIRECTIONS OF DEVELOPMENT, TECHNOLOGIES, CHALLENGES OF IMPLEMENTATION

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**Abstract.** In the modern world, much attention is paid to the creation of integrated conditions for interaction and to the change of the approach to the organization of higher education. Actual methodologies and technologies are also developed and introduced in the Russian system of state regulation at all levels of education. Social needs are measured objectively, new programs are developed to deal with children, youth and adults, and these programs are adequately needed to organize the educational process. In fact, it is not possible to introduce and implement everything. No secret that the key topical trend nowadays is the principle of building open educational content and global university programs. The primary objective is to establish unified standards for world-class education. Systems for assessing the quality of education, methods of providing broader access to high-quality education and lifelong learning have been developed and introduced. Meanwhile, it is important to note that while carrying out this process in the Russian Federation it is essential to take account of multiple factors such as special region-specific features of Russian regions, social needs, demands from the economy and the manufacturing sector, counterbalance against foreign experience, infrastructure, mobile resources and human capital. The positive experience of successful partnership and operation among university teams towards the execution of the mechanisms and technologies for standardizing higher education exists. The authors of the article present some results of their positive experience gained during the execution of projects in the field of the integrated approach to the implementation of components for the state regulation of education, and propose the scientific community to get to know socio-political criteria to make the introduction of these approaches in modern Russia more efficient.

**Keywords:** state system of education, integrated approach, state regulation, policy, educational system in the Russian Federation, inclusive education, social policy.

## **Introduction**

When examining the educational problems faced by modern Russia, one can observe opposite scientific opinions and public positions about the future of higher education in the country. It is possible to highlight one, the most important, trend which most experts (even from the field of natural sciences) point to, namely concerns about the quality and development prospects of humanitarian knowledge and sciences as a whole, due to the reforms in the Russian educational system. What do “humanitarian education” and “humanitarian sciences” mean and where is the boundary between humanitarian and social sciences, and especially humanitarian and all other sciences? This problem is discussed in various countries from different angles.

Education components are described in Law No. 273-FZ “On Education in the Russian Federation” dated December 29, 2012 [9]. The main idea of the document is that all children currently have equal access to education and this does not depend on their special educational needs or individual possibilities. However, is this program efficiently implemented in education?

The establishment of a valuable partnership between higher education institutions and employers, formation of which can contribute to economic growth in the country and produce a positive impact on the social sphere is a strategic priority of state regulation. However, the primary hurdle for this partnership is the fact that the education technology market in Russia, in fact, remains isolated from the labor market [13].

Many organizational projects, including in the United Nations Organization, were formed to assist the development of open education resources and to promote the idea of an accessible learning environment. UNESCO, being a UN leader in education, has been expanding high-quality lifelong learning possibilities for all members of society. A UNESCO-created international community of experts defined further measures to develop open education resources. The UNESCO Institute for Information Technologies in Education (IITE) takes efforts to focus and solidify national potential of UNESCO member states to apply information communication technologies in education to achieve one of the Organization’s strategic goals – to create an inclusive information society.

In 2010, the UNESCO IITE and the European Agency for Special Needs and Inclusive Education signed an agreement on cooperation and the creation of an analytical report on innovation practices in inclusive education.

Global University programs are promoted proactively, with experts developing approaches aimed to standardize learning, the pace of introduction for distance learning technologies and criteria that adequately reflect the needs for the creation of a unified environment and conditions for all groups of the society to get an education.

How information communication technologies (ICT) can be used in the most efficient manner for people with disabilities to get education especially in those countries that ratified the Convention on the Rights of People with Disabilities [4], with the Russian Federation being one of them?

Similar provisions were recorded in a number of international documents such as the Convention against Discrimination in Education [3]; the World Declaration of Education for All [14]; the Convention of the Rights for People with Disabilities [4]; the UNESCO Framework Agreement, Policy Guidelines on Inclusion in Education [11], etc. Relevant examples of state regulation policies in education can be seen with regard to programs developing higher education in Russia.

### **Methods**

Initially, in a latent and quite mediated format, higher education carries out state functions aimed to both intensify and regulate economic processes, and to maintain the country's ideological security at the required level [13].

We used the following methods and approaches as fundamental.

These methods include the historical method of research that makes it possible to identify changes and approaches forming the society's attitude towards changes in education and including inclusion approaches, the comparative method, which helped us to study specific features of mechanisms and technologies for executing a complex of higher education programs. The research's methodological basis also includes the synthesis of some scientific works performed by Russian and foreign scientists in the field of psychology and pedagogics.

Key prospects of state regulation in higher education were analyzed with a focus on the works by M.K. Gorshkov, F.E. Sheregi, P.M. Kozyreva, M.S. Popov, A.V. Ridiger, S.A. Dyuzhikov, K.V. Vodenko, etc.

While studying elements of the global vision of the world and the model of global education, we relied on the proposals made by American education specialists J. Botkin and R. Hanvey.

The problems related to the construction of theoretical concepts of inclusive education were also studied by such Western scientists as L. Burton, J. Depler, E. Doris, T. Loremann, W. Sailor, E.K. Slicker, D. Harvey, etc. S.V. Alyokhina, D.V. Zaitsev, E.N. Kutepova, N.N. Malofeev, E.R. Yarskaya-Smirnova and many others stand out among Russian scientists who develop conceptual basics of inclusive education.

Inclusive education technologies were examined by such Western scientists as M. Banerjee, H. Gartner, S. Denno, D. Mitchell, D. Tayac, M. Fullan, C.M. Evertson, etc. In Russian pedagogics, the technological side of inclusive education is partly presented in the works by L.S. Vygotsky, I.Yu. Levchenko, I.V. Karpenkova, S.I. Kudinov, etc. [10].

As for the methodology of the problem under study, we applied special methods, and one of them is the method of normative political analysis in three types of applied political research, which were examined and disclosed in detail by M.A. Khrustalev [8].

The application of this method makes it possible to determine (in terms of content, expert viewpoints and model) strong points for the development of under-examination processes of transformation in state education regulation systems within a certain period.

Important components of the comprehensive analysis are also information analytical methods for assessment and formalization of the general content of information about the problem under research. They help define those specific measures that are conducive to the development of favorable trends.

In addition, we applied a set of complementary methods to analyze Russian and foreign publications with a focus on socio-humanitarian issues, to study and generalize publications on the problem under review.

### **Results**

It should be noted that thousands of Russian scientists contributed to the development of the system of fundamental education in the USSR, which was built over a long time upon profound awareness of the country's national security. The system of the Soviet classical education, education of knowledge, which was recognized among the best worldwide, was taken as the basis in many countries, including China.

However, over the past years modern Russia has held systematic annual reformation events designed to improve, reorganize, systematize, standardize, integrate and take the national educational system to a high international level.

It is also reasonable to mention that the Boston Consulting Group, a major consultancy in business, education, sciences and technologies all over the world, has been expanding operations in Russia for over 20 years already. The company's mission and business focus can be found on the website of BCG's Moscow office. In the CIS, the company runs two offices: in Moscow and Kyiv [2].

Any global educational concepts will one way or another be based on global knowledge that prevails in modern science.

As for the system of political knowledge, some definitions are not marked by operability. In both scientific and publicist respect, the term "policy" is used in the broadest possible meaning. In this form, this notion penetrates scientific descriptions, thus causing some confusion in the perception of the meaning. However, scientists do not have

any single opinion about the main idea of the policy. The main feature of the notion “policy” is still the procedure for distributing power and property.

Accordingly, when specifying factors for the origin of the policy, M.A. Khrustalev assumes such an operational definition of the policy as a type of social activities aimed at preserving or changing the current procedure for distributing power and property in the state-organized society (domestic policy) or the global community (external policy) [8]. Thus, the nature, object, goal and area of political activities will be determined by social factors as part of the state-organized society. It is also important to note that political activities are multifunctional.

The ranking of the countries by the “right of the strongest” persists. In terms of globalization and processes related to the trends aimed to develop a system of the global society, this phenomenon is a major hurdle. By noting in the course of discussions that the domestic policy is a priority, it is possible to understand a reason for such deviation. The role of national states is big enough and continues to be important not only from the viewpoint of their military strategic potential.

Global education, per se, is designed to generate interest and respect towards the culture and peculiarities of nations of the world on the part of learners and to promote the understanding of the global universal origin of these cultures. This system is supposed to provide possibilities for the development of cross-border education, elimination of barriers among countries and people using the Internet. Leading universities of the world will offer wider access and will be able to execute their education programs on a broader scale. Transnational education will produce a special impact on the formation of a unified higher education space and will be conducive to the globalization of a national educational system [7]. Especially this applies to the problems related to the accessibility of education for all categories of the population. The Resource Training Methodical Center (RTMC) of Russian State Social University carries out a range of both internal and external measures. Online advice/career-guidance support is provided through the Center’s private cabinet. The Center runs a call center devoted to education and career, new technical means of education and rehabilitation. Of importance is the compliance with legislative requirements with regard to the educational environment for people with disabilities, the application of model solutions to train people based on nosology (upon analysis of the best global practices), to conduct contests for the best practices and provide support, retrain, conduct further training courses for specialists under career-guidance programs for people with disabilities [12].

Russian State Social University is especially focused on the promotion of the volunteer movement and the International Non-Profit Movement Abilympics that aim to raise the prestige of work professions and to develop professional education by harmonizing the best practices and professional standards all over the world by arranging and conducting mastership contests for people with disabilities [1].

### **Discussion**

A tendency of dependence on the development of global education has shaped up in the modern world. This is revolutionary and innovation processes in global education when lifelong education becomes a key factor. Meanwhile, it is necessary to understand that education depends on the stages of the society’s development. At the stage of post-industrial development, science also makes a contribution, thereby leading to the synthesis of two basics (society and science). Evolution and the transformation of global education prospects are closely related to changes in the entire civilized process, the interaction between society, nature and scientific scholarship [7].

The term “global education” was first formulated in the 1970s in the United States as a response to global challenges worldwide. The Association of Global Education (AGE), an international non-government volunteer organization, was established. The Association has the Consultative Status at the United Nations and a network of offices in over 20 countries. AGE’s objectives are to analyze, generalize and distribute innovation in education and enlightenment, reinforcing ties between global and local.

In relation to education, innovation should imply such initiatives and novelties in the entire system of education and upbringing that are new and have no analogs from the past. On the other hand, as the educational system follows evolution paths, pedagogical innovation should translate traditions of already known pedagogical experience of the past into future education needs [6].

There are two types of accreditation (state and public) in the Russian system of education quality assessment. As scheduled by the Russian Ministry of Education and Science, state accreditation is conducted under the leadership of the Federal Service for Supervision in Education and Science by attracting employers and officials from other higher education institutions. This type of accreditation pays main attention to education and working programs, employees, organization and conduct of practices, etc. In other words, the subject of state accreditation is a higher education institution’s academic resources. In the course of accreditation, not all educational programs of a higher education institution are subject to inspection.

The Federal Law on Education also governs the operation of independent institutions engaged in education quality assessment. As regards public accreditation, the main subject is a specific educational program. Public accreditation mainly focuses on the assessment of professional training of future specialists [5]. This type of accreditation is voluntary for a higher education institution and is conducted by accreditation agencies and professional public organizations. When identifying key burning problems in education reforms, it should be noted that they are based on a false premise that education belongs to the service sector. In the conditions of market relations, the educational system turns into a certain institution like a Consumer Services Center that is forced not to offer, but to

impose its services to make a living. That is unacceptable. It is also a serious mistake when people say that education should give not knowledge, but competence that will help a specialist to get to know where he/she can take knowledge needed. There is no need to study history, to read a book is enough.

It is important to note here that humanitarian knowledge is a key component of fundamental education, making it possible to create a specialist with a broad worldview. Humanitarian education is designed not to create a specialist with narrow specialization, but a person with broad views about nature, world and people. The humanitarian, spiritual, ethical and value-oriented formation of a person should be the leading basis.

### **Conclusions**

It is quite evident that modern education strategies are more and more focused on the preparation of a technocrat specialist who has information technologies on his/her fingertips, but is deprived of general humanitarian culture.

Patriotism, humanitarian components and focus on broad public enlightenment have always been major traditions of Russian education. Education issues are a matter of national security. Russian President Vladimir Putin has set the target of creating a new innovation economy. Meanwhile, as the practice shows, both in Russia and worldwide, there has been a deepening contradiction between the rising number of people with disabilities and the lack of development in systems for their social integration and adaptation to constantly changing socio-political and economic conditions. Currently, the demands of the time include a shift to targeted social assistance, the distribution of some state duties to the civil society and the creation of all possible conditions for those who are able to work. However, this is a long and contradictory process. It depends on many objective and subjective circumstances, namely resources, professionalism of public authorities at all levels, support programs for those who are unable to independently organize their lives (the elderly, children, disabled children, seriously ill patients, disabled people, people with special health care needs), and the organization of a higher education institution. These measures also aim to alter the relevant vision of the world, life targets for this category of people, employers, and society as a whole.

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