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## Priorities for Russian Education System Reformation

Irina Malganova<sup>1</sup>, Dzhamilya Saralinova<sup>2</sup>, Diba Dokhkilgova<sup>3</sup>

### Abstract

In the modern conditions of the knowledge economy, when professional knowledge becomes obsolete quickly, the increased attention of the state to the sphere of education is noted. Accordingly, it is necessary to revise the approaches to the management of education sphere in the long term.

The prerequisites for education sphere reformation in Russia were the transformational processes of the social reorganization of the Russian state. An effective organization of the education system in modern conditions is the basis for an economic growth achievement. Therefore, it is necessary to apply new principles for the training of professional personnel, taking into account the needs of the emerging innovative market economy.

The sphere of education as one of the most important aspects of society life is in the joint responsibility of the federation and its subjects. At the federal level, they determine the vector and the main priorities for the development of the state educational system, at the regional level they develop the main ideas of federal policy taking into account regional peculiarities, needs and opportunities.

The standard of living and well-being of Russian society, its general economic and social development, the level and the pace of scientific and technical achievements are determined by the level and the quality of the state educational system operation. Besides, the structure and the content of the education system itself, its competitiveness in the world arena, the compliance with international quality standards and requirements, determine the level of innovative development of the country economy, the intensification of economic development, a favorable social atmosphere and the national security at the international, national and regional levels.

**Keywords:** Education system, Human capital, Forms of interaction, Education, Modernization.

<sup>1</sup> PhD in Geography, associate professor, Institute of Management, Economics and Finance, Kazan Federal University. E-mail: irigrimmm@gmail.com

<sup>2</sup> Candidate of Sciences (Economics), Associate Professor, Department of Management of Regional Economy, Chechen State University. E-mail: gorod-512@mail.ru

<sup>3</sup> Candidate of Sciences (Economics), Associate Professor, Department of Management of Regional Economy, Chechen State University. E-mail: dibagrozy@mail.ru

## **INTRODUCTION**

In modern conditions, the problem of Russian education quality is an acute one, which requires the revision of approaches to state educational policy in order to improve the effectiveness of this field reformation. A permanent increase of social and professional competence level among workers within the limits of economic activity throughout life becomes a necessary requirement for the present and the future.

The studies and the evaluations of experts show that a huge number of old professions (about 500) are abolished each year, and a lot of new professions (about 600) appears. This eloquently indicates that the optimal term of education effectiveness is relatively low. From the point of view of UNESCO experts, it makes 5-7 years for the overwhelming majority of professions, and 2-3 for the sectors that determine scientific and technical development, while earlier the relevance of the education received persisted for 20-25 years of work [1]. Thus, the knowledge and the skills can become hopelessly outdated in the course of their acquisition, respectively, and the level of professionalism of employees is low, ultimately, this leads to the deprofessionalization of experts and their competitiveness in the labor market.

Accordingly, the importance of managing the sphere of education in the long term increases in times.

## **RESULTS AND DISCUSSION**

In the era of total competition and high risks the states that have drawn their attention to the maximum development of human potential win and education plays a leading role here. By 2050 the place of Russia in the structure of the world order will be determined by the way kindergartens, secondary schools, colleges and universities will function, and by the way the sphere of continuing education will develop in the next decade [2].

The competitiveness of an individual determines his ability to change his role position and the content of relations. This ability is formed in the preschool age. Also, the importance of general (secondary) education as the basis for professional education obtaining is absolutely indisputable. In its turn, universities are regarded now as innovative centers, which, in addition to educational and scientific functions, are entrusted with the task of graduate consolidation in the regions, stimulating the creation of new jobs with a high added value. Therefore, it is necessary to consider the solution of the issues concerning the entire chain of "preschool institution - school - university" in a close interrelation.

The principles of decentralization and democratization, according to which the responsibility for the adoption and implementation of decisions are assigned to regional authorities, give a special significance to the issues of education sphere operation effectiveness and quality increase.

The interests of the innovative development of the regional economy call for the development of a set of tools to manage the reproduction of human capital, including the solution of the following tasks:

- 1) to identify the factors that determine the nature and the pace of human capital reproduction in the region;
- 2) to reveal interrelations between population life quality and the reproduction of human capital, their influence on the innovative development of the region;
- 3) to assess the most likely changes in population life quality on the basis of indicators that ensure the reproduction of human capital and innovative development of the region;
- 4) to develop competent management decisions on all aspects of human capital reproduction from the point of view of innovative development of the region.

It is necessary to ensure the unity of regional development priorities and the interests of the most promising qualified part of youth, developing its initiative and inclusion in the processes of its own project development and implementation, thereby consolidating its position on the labor market [2].

The absence of such mechanisms can lead to the decline of innovation activity and the growth in labor productivity, the reduction of the regional capacity to create high-productivity jobs. The slowdown in the growth of higher education institution activity in innovation, the development of business incubators hinders the economic activity of economic entities and, thus, leads to the negative dynamics of GRP. The most promising graduates of higher educational institutions in the region, striving to realize themselves, will leave for large cities, accordingly, local enterprises will lose a higher quality human resource that can provide technological renewal and productivity growth. Thus, "the gap between regions in the level of economic development and life quality will increase, increasing social tension" [2].

Education forms the basic values of the younger generation, ensures the continuity of social processes and the integrity of society.

In the new millennium, human capital acts as the basis for the development of economy and society. The investments in human development are justified both for the state and for an individual. A high level of human capital development allows us to achieve higher growth rates of the economy, thereby ensuring Russia competitiveness in all areas and strengthening its positions in the world arena.

The qualitative aspects of human capital formation, development and application are ensured by the national education system, the influence of other factors, such as health, migration, culture, the system of research and others, which are less pronounced.

The report "Global Human Capital 2017" (the edition of the World Economic Forum, September 2017) notes that Russia occupies an honorable 4th place in the world in terms of human capital volume, measured by population coverage indicators at different levels of formal education. At the same time, in terms of the population coverage with continuing education and the real use of skills in work, it occupies the 42nd place in the ranks of countries. And by the indicator of skilled worker accessibility it occupies the 89th place in the world [2].

The objective reality is that formally the high level of education of citizens has little effect on the nature and the pace of economic development and its sustainability. Moreover, there is a tendency to maintain the disproportion between a high level of education and low labor productivity. This is explained, first of all, by the weakness of the economic institutions that have been formed in Russia. Institutional obstacles to economic growth are represented by many factors, the inefficiency of the labor market, low transparency and distortion of incentives for entrepreneurship, suppressed competition, the difficulty of capital and credit attraction are among the main ones. That is, along with the reforming of the education system itself, the carrying out of its modernization, we need to perform "correction work" in the institutional sector of the economy.

Human capital can make its own, largely autonomous influence on the development of the economic system. Provided that qualitative and quantitative changes take place even in conditions of poor institutions, human capital can initiate the creation of new business, technological projects, the development of sectors that are new or atypical for Russian economy, provide higher levels of labor productivity, higher quality of goods and services. The consumer demand for new goods and services as "the reflection of human capital in the sphere of consumption is able to "revive the economy" [2].

Human capital can serve itself as an incentive for the development and the consolidation of new economic institutions, more flexible and more effective ones, which becomes particularly important in the context of the Russian institutional environment that is far from perfect. An educated man thinks more

rationality, it is easier to retrain for him, he learns new quickly. However, the transformation of economic institutions is a complex and a lengthy process, which requires the change of not only its formal aspects, but also the theory and the practice of functioning.

World experience shows that the time lag for a balance achievement between the behavior restructuring of most economic institutions and agents and the obtaining of the corresponding positive effects makes 10 years [4]. The changes in the education system will have a quick positive effect in a number of cases - according to experts, the renewal of vocational education (primary, secondary, higher) will affect the results of Russia economic development in 5 years, that is, by 2023, and the modernization of the upper stage of the general education school - by 2025 [5].

It should be noted that until recently the Russian policy in the sphere of education was largely focused on the system internal problems, based on the notion that education is the sphere of social obligations. The investments in the socio-economic development of the country as the basis for the development of education were not envisaged in principle.

"An active integration into the international educational space and the transition of education to market relations" [5] are the main modernization trends of domestic higher education system.

Since 2005, within the framework of the priority national project "Education", the work is being carried out with a network of universities using various instruments of state support. So, the groups of university-leaders were formed, support universities are being created; a number of priority projects has been developed, developing the issues of the formation of the digital educational environment of the Russian education system, the sphere of its export potential, the development of innovations through the improvement of university functioning, etc.

Over the past years the steps have been taken to reform the existing system as the part of the academic environment.

The following can be noted among the major initiatives:

- The reorganization of the Russian Academy of Sciences;
- The state programs "5-100", "Applied Bachelor", "Fundamental scientific research";
- The creation of FAO, RNF, FPI, SIC named after Zhukovsky;

The following significant progress has occurred in the field of science and education during recent years:

- The debugging of the mechanisms for science financing (the changes in Federal Law No. 270);
- The financing under the program "The development of science and technology";
- FANO restructuring, FRC establishment;
- The unification of RGNF and RFFI;
- FL and minimization of directive management;
- The development of children technopark system.

The Russian National Project "Education" and "5-100" program contributed to the development of a significant segment of successful research universities, along with the RAS and federal research centers. Thus, the British edition "Times Higher Education" [8] named the list of the best universities of world significance in 2018, which included 27 Russian universities (Tab.1).

**Table 1. World University Ranking in Russia by Times Higher Education (THE)**

Rank	Name of university	Place in 2016	Place in 2017	Place in 2018
1.	<u>Lomonosov Moscow State University</u>	161	188	194
2.	<u>Moscow Institute of Physics and Technology</u>	501-600	301-350	251-300
3.	<u>Tomsk Polytechnic University</u>	251-300	501-600	301-350
4.	<u>Higher School of Economics</u>	Out of the rating	401-500	351-400
5.	<u>Kazan Federal University</u>	301-350	401-500	401-500
6.	<u>National Research Nuclear University MEPhI</u>	251-300	401-500	401-500
7.	<u>Novosibirsk State University</u>	401-500	401-500	401-500
8.	<u>Saint Petersburg State University</u>	401-500	401-500	401-500
9.	<u>ITMO University</u>		351-400	501-600
10.	<u>Tomsk State University</u>	601-800	501-600	501-600
11.	<u>National University of Science and Technology (MISiS)</u>	601-800	801 +	601-800
12.	<u>Peter the Great St Petersburg Polytechnic University</u>	201-250	601-800	601-800
13.	<u>Samara State Aerospace University</u>	Out of the rating	801 +	601-800
14.	<u>Bauman Moscow State Technical University</u>	501-600	601-800	801-1000
15.	<u>Lobachevsky State University of Nizhni Novgorod</u>	Out of the rating	801 +	801-1000
16.	<u>National Research Saratov State University</u>	Out of the rating	801 +	801-1000
17.	<u>Novosibirsk State Technical University</u>	Out of the rating	801 +	801-1000
18.	<u>Southern Federal University</u>	601-800	801 +	801-1000
19.	<u>Far Eastern Federal University</u>	Out of the rating	Out of the rating	1001+
20.	<u>National Research University of Electronic Technology (MIET)</u>	Out of the rating	801 +	1001+
21.	<u>Perm State University</u>	Out of the rating	Out of the rating	1001+
22.	<u>RUDN University</u>	Out of the rating	801 +	1001+
23.	<u>Sechenov University</u>	Out of the rating	801 +	1001+
24.	<u>Siberian Federal University</u>	Out of the rating	801 +	1001+
25.	<u>Ural Federal University</u>	601-800	801 +	1001+
26.	<u>Volgograd State Technical University</u>	Out of the rating	Out of the rating	1001+
27.	<u>Voronezh State University</u>	Out of the rating	801 +	1001+

The provision of a breakthrough in technological development within all areas important for Russia requires the deepening of the program "5-100" and a significant expansion of this segment. The obstacles to such expansion are "the lack of long-term and international programs of basic research, the low

involvement of Russian scientists in the world knowledge networks and technologies in a number of areas, the weakness of mechanisms to attract the best scientific staff from the global market and the consolidation of young people and postgraduate students capable in science" [2].

A steady growth of the regional economy requires the reliance on universities in the socio-economic, technological, and cultural development of the regions, as evidenced by the experience of developed countries such as the US, Japan, China, Korea, the EU countries, etc. [11].

So, the Ministry of Education and Science of Russia, in addition to the support of leading universities, performs a large-scale work to form a network of large universities, whose goal is the development of new technologies and the high quality of expert training demanded in regional labor markets.

## **SUMMARY**

The main function of the education system is to get a certain level of education from an individual, able to meet both his personal needs, and the needs of his family, employers and the state. The high level of education of each individual person, the quality of human capital in general, provides the stability in the development and the competitiveness of the state at the world arena.

Human capital potentially contains enormous reserves for institutional renewal of both the business environment and social institutions. The transition to new technological structures and modernization of the economy as a whole contributed to the isolation of intellectual capital as a key element of human capital and the basis of modern economic development.

The transformation of the role, the quantitative and the qualitative characteristics of human capital in the economy stimulates the growth of labor productivity, consumer demand and entrepreneurial activity. Thus, it is obvious that the importance of education in the modern economy is not comparable with such costly spheres as social assistance, the pension system, the state apparatus, defense and security, but acts as an investment sphere that determines the scale of economic growth.

## **CONCLUSIONS**

The patterns of the historical development of any society indicate that the change of the political course, the transformation of social and individual values, inevitably leads to the change in the orientation of the educational process. It is necessary to revise the issue about the change of the educational vector of Russia, the development of its own course, taking into account traditional values, consisting in obtaining of such knowledge that would benefit both society and an individual.

In order to achieve a new quality of education, effective tools are needed that will ensure the needs of each student and his family, the needs of employers and the state; the improvement of human capital quality and the creation of favorable conditions for its capitalization, since it the main competitive advantage of Russia in the current period.

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