

UDC 124.51

Axiology of modern Russian education system

Vlasov Sergei Aleksandrovich

PhD (Philosophy), associate professor,

Head of Philosophy Department,

Bauman Moscow State Technical University (MSTU),

P.O. Box 105005, 2-nd Baumanskaya st., No. 5, Moscow, Russia;

e-mail: warry@yandex.ru

Abstract

The article provides an introduction to the problems of axiology of education in present-day Russia. The author's position is based on an understanding of the value orientation as a major factor of social change. In the crucial moments of history educational values have been changing, evolutionary being violated together with fluency in the development of public relations, stability and peaceful course of the spiritual processes have been disturbed. The social value of education is to raise a patriot, taking an active participation in social processes and a professional employee. Comparing the experience of the Soviet educational system, focused on achieving the ideal of full and harmonious development of society, the Western experience and the current situation in Russia, the author concludes that the school has now become a major factor in the humanization of social and economic relations, the formation of new vital guideline of the individual.

Keywords

Education, axiology, value, value orientation, the Soviet system of education, crisis.

Introduction

Axiological aspect of the education system is of a particular importance

in modern conditions. It is associated with the justification of priority axiological and value navigators of educational activities. Philosophical reflection gives

to educational concept meaning, purpose, methods, principles, ideals, forms moral axiological points of modern education.

At the heart of axiology is the understanding and adoption of the value of human life, education and training, educational activities, as well as education in general. The category "value" is characterized by the release of a number of features common to all forms of social consciousness: significance, normalization, utility, necessity, appropriateness. Qualitative leap in any society does not become possible when there are new ideas, but when new value orientations become mature. Every society creates its own specific set of values expressing the dominant interests, goals, principles. Values play an important role in shaping the personality performing two main functions:

1) being the basis for the formation and preservation of value points in people's minds, they allow the individual to take a stand, to find a point of view, to assess;

2) values motivate activity and behavior, because the orientation of the individual in society and the pursuit of individual goals relate to the values included in the structure of personality.

At crucial moments of history educational values being changed, evolu-

tionism being broken, smoothness in the development of public relations, stability and peace is disturbed during the spiritual processes. In human and socio-collective consciousness forms the spiritual vacuum, which is filled with a "clipping consciousness", dishonorable patterns of mass culture, aggression, confusion, cynicism.

Social value of education: the Soviet and post-Soviet periods

Values on the level of its significance, scale and similarity can be divided into two groups:

1) Human values imply rootedness of outlook and provide the conditions for ethnic and cultural self-determination of a human being in the world in form of life goals, leading motives for activities, needs and interests imperatives.

2) Personal educational value is related to the problem of a human being to find his place in life, to be responsible, humane, spiritually rich. A very important point in this defusion is the factor of interaction, interdependence and complementarity of those groups of values.

Social value of education is to foster a man-patriot, an active participant in social processes, a good professional employee.

Characteristic features of the Soviet education system – free-of-charge basis, massive involvement, commonality and compulsorism of education, its ideological bias, focus on the future, on the achievement of the ideal of full and harmonious development of society (spiritual wealth, moral purity and physical perfection), reliance on collective forms of learning and education.

In the ideal of socialist personality education were present such qualities as a deep mastery of the fundamentals of science, thorough preparation in a specific scientific field (to be a professional engineer, geologist, journalist), love of labor, high physical development and moral perfection. By such education criteria positive results of illiteracy eradication have been achieved.

For many qualitative indicators Soviet education is at the forefront and leading position in the global education. Foreign experts in the field of education recognized that as well: "Comparing Russian and American systems of education, established traditions within both systems, I argue that if there is a wealth in Russia, it is exactly the traditional system of education, which should be retained"¹.

In the Soviet era a focus on education as a closed system of training, scornful attitude to personal issues, education and professionalism, administrative and bureaucratic leadership has led to a deterioration of the conditions of existence of the educational system, as a result – to crisis tendencies of the Soviet system of education in the 80s of the last century.

It is known that the huge success of the Soviet system of education was based on the main values of Russian culture, which is quite essential for the time being: spirituality, morality, collegiality.

Foreign experience and baseline conditions

Main value of the Western culture is vigorous activity and success. In the U.S., since 1980, there was made more than 30 laws aimed at innovative development. Federal programs have been adopted: on the development of advanced technologies, innovative research made by small companies, developed appropriate mechanisms for laws to be applicable. Created infrastructure – national center for technology transfer, regional centers, offices of research and applica-

1 Soifer, V. (1995), "Where is the best education, in USA or in Russia?" ["Gde

luchshe uchat, v SShA ili v Rossii?"], *Izvestiya*, September, 15, p. 7.

tion of technology, association of federal laboratories on the technology transfer.

As a result, according to some estimates, the U.S. today have 70% of all technological innovations. Quote from the speech of the U.S. President, which may serve as a reproach to our (Russian) unproductive actions: "Since we know that the progress and prosperity of future generations will depend on how we educate the next generation, I am announcing a new solution to support mathematics and science study. This is something that I do particularly care. With this decision, American students over the next decade will rise from the middle to the upper positions – on the top positions in mathematics and natural science. Because we know that a country that outperform us in education today, tomorrow will overtake us in other areas. And I do not intend to accept the fact that we conceded to somebody in the level of education"².

However, in Russia today value-orientational situation has dramatically changed. At the forefront of modern Russian citizen are such factors as economic success, self-absorption, rationality and pragmatism (hence the proliferation of such criminal spheres as prostitution,

gambling, drugs, racketeering, murdering, looting and violence).

Crisis of modern national education system is a complex phenomenon involving various aspects of its manifestations: axiological, structural and organizational, substantive-methodological, intrascientific. The crisis in education reflects the general crisis, which includes political, economic, legal and political, demographic and other components. The crisis of the educational system in Russia exacerbated by the crisis of the world system of education involved in a global transition to a new system of information civilization values.

Conclusion

In the context of Russia's transition to the rule of law, to democratic society, to a market economy, its specific problems are caused by the change of the system of values and social priorities, as well as economic and political difficulties of this transition. Under the circumstances, the education is imposed upon fundamentally new spiritual, moral and socio-economic requirements. School, in the broadest sense of the word, should be the most important factor in the humanization of social and economic relations, the formation of new vivid affirmations

2 "Crisis and education" ["Krizis i obrazovanie"], *Znanie – sila*, 2009, No. 10, pp. 18-19.

of personality. Developing modern society needs educated, moral, enterprising people who can make their own decisions in a situation of choice, the ability to cooperate, being mobile and dynamic. They must be prepared to cross-cultural interaction, have a sense of responsibility for the fate of the country, for its socio-economic prosperity.

References

1. Belonovskaya, I.D., Kir'yakova, A.D. (2008), *Axiology of education: basic studies in pedagogy* [Aksiologiya obrazovaniya: fundamental'nye issledovaniya v pedagogike], Dom pedagogiki, Moscow, 575 p.
2. "Crisis and education" ["Krizis i obrazovanie"], *Znanie – sila*, 2009, No. 10, pp. 18-19.
3. Korolev, S.L. (2007), *The ontological and axiological aspects of the modern transformation of education: dissertation* [Ontologicheskie i aksiologicheskie aspekty transformatsii sovremennogo otechestvennogo obrazovaniya: dissertatsiya], Novosibirsk, 179 p.
4. Sergeeva, T.B. (2001), *Axiological problems of education and training in the context of the theory of social and cultural dynamics: dissertation* [Aksiologicheskie problemy obrazovaniya i vospitaniya v kontekste teorii sotsiokul'turnoi dinamiki: dissertatsiya], Stavropol, 354 p.
5. Soifer, V. (1995), "Where is the best education, in USA or in Russia?" ["Gde luchshe uchat, v SShA ili v Rossii?"], *Izvestiya*, September, 15, p. 7.

Аксиология современной российской системы образования

Власов Сергей Александрович

Кандидат философских наук, доцент,
зав. кафедрой философии,

Московский государственный технический университет им. Н. Э. Баумана,
105005, Москва, 2-я Бауманская ул., 5;

e-mail: warry@yandex.ru

Аннотация

Статья представляет собой введение в проблематику аксиологии образования в России на современном этапе. Сравнивая опыт советской системы образования, ориентированной на достижение идеала всестороннего и гармоничного развития общества, западного опыта и современной ситуации в России, автор приходит к выводу о том, что школа сегодня должна стать важнейшим фактором гуманизации общественно-экономических отношений, формирования новых жизненных установок личности.

Ключевые слова

Образование, аксиология, ценности, ценностная ориентация, советская система образования, кризис.

Библиография

1. Белоновская И.Д., Кирьякова А.Д. Аксиология образования: фундаментальные исследования в педагогике. – М.: Дом педагогики, 2008. – 575 с.
2. Королев С.Л. Онтологические и аксиологические аспекты трансформации современного отечественного образования: дисс. ... канд. филос. наук. – Новосибирск, 2007. – 179 с.
3. Кризис и образование // Знание – сила. – 2009. – № 10. – С. 18-19.
4. Сергеева Т.Б. Аксиологические проблемы образования и воспитания в контексте теории социокультурной динамики: дисс. ... докт. филос. наук. – Ставрополь, 2001. – 354 с.
5. Сойфер В. Где лучше учат, в США или в России? // Известия. – 1995. – 15 сентября. – С. 7.