

UDC 31

Socio-political features of the implementation of inclusive education: condition in rural and urban areas

Vladimir A. Sologub

Doctor of Social Sciences, Professor,
Professor of the Department of state and municipal management,
South-Russian Institute of Management,
Russian Presidential Academy of National Economy and Public Administration;
344002, 70/54, Pushkinskaya st., Rostov-on-don, Russian Federation;
email: svvol65@mail.ru

Ekaterina V. Krasavina

Doctor of Social Sciences, Professor,
Basic Department of the Chamber of Commerce and Industry
of the Russian Federation "Development of human capital",
Plekhanov Russian University of Economics,
115093, 36, Stremyannyi lane, Moscow, Russian Federation;
e-mail: Krasavina_2905@mail.ru

Yurii V. Zabaikin

PhD in Economics, Associate Professor,
Russian State Geological Prospecting University named after Sergo Ordzhonikidze,
117485, 23, Miklukho-Maklaya st., Moscow, Russian Federation;
e-mail: 89264154444@yandex.ru

Annotation

The increasing role of education in ensuring sustainable development and competitiveness in the global economic and financial markets is invariably accompanied by a strengthening of the role of state bodies in formulating under these conditions, strategy and policy development education, coordination of efforts and resources of States needed for the functioning of national systems of education in the global education market.

In modern conditions of market economy the state management in the sphere of education is modified and complicated, there is a change of the state policy in the field of management of education, the state-public character of management of education and autonomy of educational institutions develops, organizational and legal forms of educational institutions evolve. The state as a power subject is called upon to legislatively establish certain rules for regulating new and

updated relations in the rapidly progressing field of education, to apply new approaches in the administrative and legal regulation of relations for the implementation of its educational policy, which meets the national interests. This leads to the need to solve significant problems that require administrative and legal regulation of educational relations and the formation in the context of the latest educational paradigm in Ukrainian society of a holistic educational policy, which is an integral part of the state social and humanitarian policy.

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Keywords

Dynamics, education, development, structure, policy.

Introduction

One of the main sources of knowledge is education, which develops abilities and natural inclinations, contributes to the growth of intellectual potential not only of the individual, but also of society and the state. Education forms the attitude of the young generation to work, determines the profession and qualifications, improves the efficiency and quality of production, expands the freedom of choice of profession and activity [Vaccari, Smets, & Heath, 2020]. At the same time, education prepares young people for life in society, participation in economic, administrative and political processes; ensures the development of various forms of employment; promotes interest in activities and life in General. In addition, education promotes social mobility, solving problems of social equality and the like. But, it is worth noting that in the era of globalization and new technologies, education is not just a social sphere, it is an investment in the future of the country, which is attended by all those who are interested in quality education of the new generation: the state, society, citizens [Dement'ev, 2016].

Of course, the main task of education remains the transfer of public knowledge, values and social experience from generation to generation. The initial basis for the formation of the content of education is knowledge, scientific and cultural achievements in the broad sense of these concepts [Heggeness, 2020]. Therefore, education becomes a necessary and important factor in the development of society as a whole, and the individual. In other words, the educational principle is immanent to society. Educational relationships are inherently social. Education as an activity is secondary to society, society forms educational goals and develops educational structures, but society is the matter, the development of various social forms which contributes to the educational [Palmén, Arroyo, Müller, Reidl, Caprile, & Unger, 2020].

Main part

Education in modern society performs a number of functions:

1) introduction of a person to the achievements of culture, the translation of these achievements (education carries out the accumulation and transmission from generation to generation of spiritual benefits, cognitive values, cultural models, norms, values, symbolic systems); in this sense, it is said that education acts as a generator, Keeper and distributor of the cultural heritage of society, all multifaceted social experience [Poletaeva, 2012];

2) socialization and social control: interiorizatsiya motivation, "grafting" into the internal structure of the personality of the prevailing norms in society, value orientations and attitudes, standards of behavior and a certain life position, which is formed in the process of training and education of young people; it is also said that educational institutions educate law-abiding citizens, in addition, functional literacy is necessary at work, at home, etc. ("Education is the impact carried out by adult generations on those who are not yet ready for social life "(E. Durkheim));

3) professional selection (differentiation and selection of young people according to individual needs and interests, requests and opportunities, vocational guidance and training); it is that education has the ability to determine the propensity of a person to professional activity and the means for appropriate selection [Lew, See, Goh, Wong, & King, 2020];

4) social selection: education serves as a mechanism for securing the personality of a certain social group. It acts as a "means of transition of the social status of a person at his birth to the achieved status of an adult", is an important channel of social mobility, allowing not only to transfer social status from generation to generation, but at the same time to change it;

5) sociocultural transformation of society (education is connected with the experience and knowledge accumulated by many generations, and in this context is the most important cultural determinant of society). In addition, we must not forget that, like any social institution, education performs explicit and latent functions in society.

There is no doubt about the thesis of the decisive importance of education for the effective and systematic development of society and the state [Zuevab, 2019]. It is education that ensures reproduction and lays the foundations for the constant development of science, culture, standards of public life and society as a whole. Without education, the formation of human resources is almost impossible. So, an ill-conceived policy in the field of education poses a security risk to the state, society, personality, as with the lower educational level of the population naturally decreases the quality of human resources, the intellectual potential of the society as a whole. Therefore, the future of the democratic, legal, social state of Ukraine is largely due to the development of national education [Garone, de Craen, & Struyven, 2020].

But it is worth noting that the education system has significantly affected the critical state of our society. It is unable to meet the demands that dictate the dynamism of modern civilization, the growth of the social role of the individual, the humanization and democratization of society, the rapid change of technology and technology around the world. Reorientation to the strategy of intensive development as a condition for overcoming the economic crisis should be accompanied by a change in educational policy, its formation taking into account not only socio-political and economic transformations, but also the needs of the regions in specialists [Zashhirinskaja, 2018].

At the same time, the beginning of the XXI century was a period of formation of the foundations for further innovative development of Ukrainian education, significant institutional changes, provided by the state planning and budget funding. It is then that the reaction of the education system to these changes remains insufficiently rapid, lagging behind the pace of socio-economic development of the state. The number of educational institutions applying innovative approaches in their activities is not significant, there are no mechanisms of competition and dissemination of new approaches to the implementation of educational programs [Striebing, Kalpazidou Schmidt, Palmén, Holzinger, & Nagy, 2020]. A number of educational initiatives are local in nature and do not apply to the entire education system. Coverage of quality education, necessary to ensure equal starting opportunities for career and personal growth of Russian citizens, remains, on the one hand, insufficient, and on the other – excessively differentiated with respect to socio-economic conditions in different regions of the state

[Kostromina, 2016]. This problem is a complex of problems, which include:

- non-inclusion of a significant part of educational institutions in the processes of innovative development, as well as in the information space of the Ukrainian societies;
- insufficient use of modern educational technologies;
- low dynamics of personnel renewal in the education system;
- heterogeneous coverage of citizens with higher education in different regions of the state;
- lack of effective mechanisms to promote Ukrainian higher education abroad;
- lack of competitive mechanisms and feedback between producers and consumers of educational services, ensuring the effective functioning of the quality assessment system of education.

Therefore, such a complex problem certainly requires a complex solution [Niamir, Ivanova, Filatova, Voinov, & Bressers, 2020].

The strategic objective of the national state educational policy in General is to ensure the competitiveness of education received at the world level, the deepening and expansion of international cooperation in the field of education. The state promotes the development of cooperation of educational institutions on a bilateral and multilateral basis with international organizations and institutions (UNESCO, UNICEF, the European Union, the Council of Europe) and others [Sokolova, 2018].

In addition, the core of education policy and at the same time its Foundation is the policy of quality of education. So, as the researchers note, there is a direct link between improving the quality of education and improving the quality of life of the population of the state, which in the end is the main task of national systems.

It is education that plays the character of the base on which the strategies and prospects for the development of society are based [Sam, Padmaja, Kächele, Kumar, & Müller, 2020]. At the same time, global and national transformation processes, which are carried out under the influence of globalization, affect the social status of education unfortunately, negatively. Researchers pay attention to such trends: the decrease in the social value of knowledge, the emergence of a sense of spiritual emptiness and the formation of pessimistic ideas about the futility of existence. These processes are to a certain extent associated with economic and social crises and directly-with a decrease in the state's attention to educational processes, which leads to educational decline, due to the formation of social conviction that quality education, quality of life is not able to provide [Chelysheva, Verenich, 2010].

To a certain extent, the depreciation of education is associated with the corresponding transformational processes, which consist in the shift of public emphasis – from obtaining quality knowledge to obtaining a document on the completion of an educational institution. Of course, the presence of a diploma instead of knowledge can not provide an effective professional activity, and therefore, the proper quality of life [Paci-Green, Varchetta, McFarlane, Iyer, & Goyeneche, 2020].

At the same time, it should be noted that modern education is considered by society not only as a means of obtaining a profession and obtaining the necessary professional competencies, knowledge, skills and abilities, but also as a necessary condition for the adaptation of the individual to life in the modern socio-cultural environment in society [Lee, & Shepley, 2020].

Absolutely agreeing with the relevance of the above-mentioned phenomenon, emphasize the need for a dual approach to the formation of personality in conditions of educational institutions – as the leading provide of professional knowledge and skills, and how the formation of socialization of the personality, capable of self-actualization in the modern society. According to the researchers, the combination of these tasks is possible through an integrated educational approach, the generalized manifestation of which is competence [Sipple, McCabe, & Casto, 2020].

At the same time, competence has a wide range of influence on different aspects of the life of the individual. This transfer of knowledge and acquisition of a profession, through the establishment of the educational orientation of the formation of the desire for constant self-education and self-improvement, promote professional, social and community fulfillment, and, finally, the socio-psychological and social adaptation of the individual to the social environment, the formation of skills for effective functioning and development in the context of this environment [Hotchkiss, Moore, & Rios-Avila, 2020].

It is these transformational processes that can deprive the economy of crisis signs, ensure its transition to innovative development strategies. Of course, such a task is as urgent as it is complex, requiring for its implementation a global combination of efforts of the state at all levels of its management, all educational institutions, society and the General public [Chirwa, 2020].

It should be noted that today the management and organization of educational institutions, primarily higher, find their place in the formation of a comprehensive state policy to optimize higher education, on the basis of short-term and long-term programs for the development of education, the search for structural management system operating within a particular institution of higher education, and in General universities as units of the system of higher education [Heshmati, & Rashidghalam, 2020].

At the same time, the mechanism of administrative and legal regulation of the education management system in a generalized form can be presented as an interconnected set of elements that affect public relations in the field of education, in order to ensure their systemic organization in accordance with the objectives of the state and society.

State regulation of various spheres of educational activity and, in particular, the regulation of activities to provide such specific services as educational, is associated with the cost of significant financial resources.

The process of development of education at each historical stage brought to the fore different parties in which the payment of educational services was either interested or were forced because of the circumstances and in accordance with the requirements of the current legislation. However, the state has always remained the most important element in this system [Goralski, & Tan, 2020].

Conclusion

State management of education is organized by the state in the person of authorized bodies of state power in the process of drawing up and regulating relations and interactions (among themselves and with third parties) in the educational sphere of subjects – educational institutions. The main forms of state control over the quality of education and administrative and legal management of educational institutions are enshrined in the legal regime of supervision of educational activities, licensing and accreditation of educational institutions, the implementation of which by the authorized state bodies within their competence contributes to the solution put before them the statutory goals and objectives related to the implementation of educational, scientific, financial-economic and other activities in accordance with applicable law.

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**Социально-политические особенности реализации
положений инклюзивного образования в условиях
городских и сельских территорий**

Сологуб Владимир Антонович

Доктор социологических наук,
профессор,
профессор кафедры государственного и муниципального управления,
Южно-Российский институт управления,
Российская академия народного хозяйства и государственной службы при Президенте РФ,
344002, Российская Федерация, Ростов-на-Дону, ул. Пушкинская, 70/54;
e-mail: svvol65@mail.ru

Красавина Екатерина Валерьевна

Доктор социологических наук,
доцент,
профессор базовой кафедры Торгово-промышленной
палаты РФ «Развитие человеческого капитала»,
Российский экономический университет им. Г.В. Плеханова,
115093, Российская Федерация, Москва, переулок Стремянный, 36;
e-mail: Krasavina_2905@mail.ru

Забайкин Юрий Васильевич

Кандидат экономических наук,
доцент,
Российский государственный геологоразведочный университет им. Серго Орджоникидзе,
117485, Российская Федерация, Москва, ул. Миклухо-Маклая, 23;
e-mail: 89264154444@yandex.ru

Аннотация

Возрастающая роль образования в обеспечении устойчивого развития и конкурентоспособности на мировых экономических и финансовых рынках неизменно сопровождается усилением роли государственных органов в формулировании в этих условиях образования в области стратегии и политики, координации усилий и ресурсов, необходимых государствам. за функционирование национальных систем образования на мировом рынке образования.

В современных условиях рыночной экономики государственное управление в сфере образования модифицируется и усложняется, происходит смена государственной политики в области управления образованием, развивается государственно-общественный характер управления образованием и автономия образовательных учреждений. , организационно-правовые формы образовательных учреждений развиваются. Государство как субъект власти призвано законодательно установить определенные правила регулирования новых и

обновленных отношений в быстро развивающейся сфере образования, применить новые подходы в административно-правовом регулировании отношений для реализации своей образовательной политики, которая отвечает национальные интересы. Это приводит к необходимости решения значительных проблем, требующих административно-правового регулирования образовательных отношений и формирования в контексте новейшей образовательной парадигмы в украинском обществе целостной образовательной политики, которая является неотъемлемой частью государственной социально-гуманитарной политики.

Для цитирования в научных исследованиях

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Ключевые слова

Динамика, образование, развитие, структура, политика.

Библиография

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