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Dynamics of development of indicators of the regional education system in the political environment

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Annotation

It is worth noting that the above methodological studies do not provide for any definition of the object of study, what is the subject of administrative law in the edition of 1938, nor the problem of the state of this object of study, nor the causal historical relationship between the past and the present. More precisely, its absolute incompatibility with the principles of the rule of law. Numerous dissertation studies on the problems of administrative law, textbooks and manuals indicate that each of them seems to be based on the methodological foundations of their research, but the existence of the dogma of the subject of administrative law indicates that scientists bypass the historical, simple comparative method of its content from 1938 to the present day, including the comparative legal method of research. In fact, this is a consequence of the ideological blocking of positive aspects of foreign experience by domestic science, since it is categorically argued that "borrowing the experience of foreign countries that have a higher level of ensuring human rights, freedoms and guarantees" is unjustified, and that "attempts to adapt global scientific categories, in particular the rule of law, to the needs of current political processes "are unacceptable.

Improvements – namely, the transformation of administrative law is impossible without an objective and impartial study of the history of its formation, the recognition of inadmissibility of usage of the modern administrative-legal science 80-year-old concept of the subject of administrative law, imposed by society based on the ideology of the Communist party, which prevents (blocks) the use of positive foreign experience; rejection of outdated regulations in favor of the implementation of principles of legal, democratic and social state. Such blocking, as the study shows, is beneficial only to bureaucracy.

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Keywords

Education, politics, formation, dynamics, structure.

Introduction

Given the importance of conceptual study and formulation of the most General worldview laws of educational life in its essential, General and necessary connections and laws, it seems perfectly justified attention of philosophical science to the study of the problems of formation, formation and development of educational systems and their state and social regulation. In this regard, we consider it necessary first of all to highlight fundamental research. P. Andrushchenko, V. G. Kremen, I. A. Tazuna and V. A. Ogneviuk.

Subject of research. G. Kremnya is a complex of educational problems, which include the conceptual justification of the state and ways of development of domestic science and education, the definition of the main principles of the philosophy of education, the analysis of globalization processes through the prism of socio-political and educational problems, the definition of domestic state strategies of social development and the like [Alauddin, Rashid Sarker, Islam, & Tisdell, 2020]. The main idea of philosophical and pedagogical research V. P. Andrushchenko is a thesis on the definition of education as a leading strategic factor in the development of society and humanity as a whole and a guide in determining further world changes, globalization and the formation of a knowledge society. I. P. Zyazyun through the prism of ideological and philosophical perception studied and researched a whole range of global pedagogical problems of professional and continuing education, pedagogical quality, skill and creativity. The purpose of scientific research VA Ognevyuka was theoretical, ideological and methodological justification of the introduction and deepening of osvitologiya as a scientific direction of integrated research of education in the system of values of sustainable human development [Jeon, 2020].

Main part

The subject of G. p. Klimova's research was first of all conceptual bases of interrelations of education with General civilizational social processes in their systematicity, unity and interdependence, definition, analysis and systematization of the main forms of education and directions of its formation of national models taking into account General social trends of innovative development. M. D. Kul'taeva

carried out the analysis and generalization of the basic scientific provisions of the philosophy of education considering the global globalization challenges and the systematic development of civilization in the direction of the formation of a knowledge society [Zimmermann, 2020]. Social and philosophical analysis of the phenomenon of education from the point of view of its personal orientation was carried out by S. I. Podmazin. V. G. Viktorov investigated the most important and urgent problem of ensuring and regulating the quality of education from the point of view of philosophical and pedagogical analysis [Lu, Li, Li, & Zhang, 2020]. D. I. Dzvinchuk studies philosophical bases of formation of modern educational systems, their development and the corresponding organizatsiynoupravlinsky providing. M. I. Romanenko carries out a scientific search in the aspect of working out the methodology of social and philosophical research of the development of modern education in General and its continuous component in particular [Защиринская, 2017].

The relevance of philosophical problems associated with the desire to enter the European and world educational space, led to the corresponding scientific interest and the development of research on this topic. Thus I. A. Radionova carries out a scientific and philosophical analysis of evolutionary trends and interpretative capabilities of modern American educational systems [Quiroga, Suárez, Diego Solís, & Martinez-Juarez, 2020].

A. Gofron explores the philosophical foundations of modern European educational concepts. O. O. Burlakova works out the philosophical foundations of the entry of higher education into the European educational space. G. A. Kilova analyzes the problems of the dynamics of the development of the philosophical paradigm concept of education in the context of the deployment of the European higher education space. N. M. Rybka explores the social and philosophical aspects of the deployment of an integrative system of a single educational space [Stringer, Fraser, Harris, Lyon, Pereira, Ward, & Simelton, 2020].

We consider it expedient to highlight the studies devoted to the problems of philosophical and conceptual justification of the social significance of education. So O. O. Jura considers education as the leading factor of professional self-determination of the person. I. A. Bushman convincingly proves the primacy of the educational component in the system of means of modernization of culture. N. A. Rezanova investigates social and philosophical aspects of education (first of all – non-state), determining their significant influence on the process of personality formation. A. L. Prokopenko studies methodological aspects of education as a significant factor of social changes from the social and philosophical positions. Stasyuk convincingly justifies the most important role of education in the domestic state-building [Защиринская, Горбунов, 2009].

Among recent studies consider the actual rationale I. L. Brazen characteristics of education as a social technology, which will ensure the development of a modern knowledge society, research L. V. Krymets philosophical regularities of the phenomenon of power in the aspect of organizational support and management of educational space and the analysis of the state of formation of values and ideological certainty companies by upgrading the national education system that Would do. L. Grivnak [Jiang, Liao, Wang, & Xiang, 2020].

Pedagogical researches contain unconditional and natural priority among scientific developments which to one degree or another are connected with problems of the state educational policy. At the same time, a certain part of such scientific and pedagogical research can act as a substantive basis for the implementation of legal research requires appropriate consolidation in normative documents [Черниговская, 2016].

First, we consider it expedient to highlight the study of S. M. Nikolaenko, V. I. Lugovoi, O. V. Spivakovsky, V. S. Kuril and I. P. Podlasogo.

S. M. Nikolaenko's researches are directed on development of domestic educational strategies, organizational and administrative problems of development of domestic education, theoretical and methodological bases of management of quality of education, a role of education in ensuring innovative development of society [Riccioli, Moruzzo, Zhang, Zhao, Tang, Tinacci, ... Guidi, 2020]. V. I. Lugovoy carried out a theoretical and methodological analysis of the main trends in the development of domestic education in General and pedagogical, and the corresponding justification and development of its modernization systems. A. V. Spivakovsky organically combines scientific research in the field of theoretical and pedagogical support for training specialists in exact Sciences with the development of conceptual strategies for the development of domestic education, achieving a high level of its quality and competitiveness, which are appropriately designed for regulatory support of educational reform. V. S. Kurilo carries out research in the field of history of pedagogy, development and organization of national education in General and the region in particular, and organizational and legal support of educational reforms. I. P. Podlasie developed educational technology of interactive learning in the conditions of distance education [Blunch, & Datta Gupta, 2020].

V. K. Mayboroda made a conceptual analysis of the formation and development of the national higher education system. S. V. Krysyuk investigates the problems of formation and development of the domestic system of postgraduate education and its innovative management [Barbieri, Di Tommaso, Pollio, & Rubini, 2020]. The subject of scientific research of A. I. Kuzminsky is also the system of postgraduate education, but the theoretical and methodological analysis of this system is carried out by the scientist through the prism of organizational and pedagogical foundations of continuous education. L. A. Gaevskaya investigates theoretical and methodological problems of formation and functioning of the state-public system of education management [Smiley, & Rudin-Brown, 2020]. The aim of L. D. Berezovskaya's research is to formulate the organizational and pedagogical foundations of reforming the national education system. S. A. Kalashnikova studies the problems of professional training of future managers who are ready to take leadership positions in the conditions of modern social transformations and develops theoretical and methodological foundations of this training. The result of scientific developments I. B. Zarubinskoy was the definition of theoretical and methodological foundations of the formation of social competence of applicants for higher education. V. E. Lunyachek defines the magistracy as an effective form of training of senior personnel capable of ensuring the introduction of progressive forms of ensuring the quality of education and its management.

A significant amount of fundamental pedagogical research is devoted to certain areas, forms or systems of domestic education. Thus, A. p. Meshchaninov carries out theoretical, methodological and methodical analysis of the main directions, ways and complex models of development of University education. The subject of scientific analysis of V. V. Bykovskaya is the development of theoretical and methodological foundations of the system of extracurricular education. Also, the ways, stages, organizational support and content elements of extracurricular education, but in the aspect of its ecological and naturalistic direction, explores VV Verbitsky]. VV Shakhov carries out research of basic pedagogical education for the purpose of definition of its theoretical and methodological bases. I. V. Kuznetsova and A. A. Vorokh investigate various aspects of domestic higher technical education. The scientific search of M. I. Neshadima is devoted to the complex elaboration of the problem of formation, formation and development of domestic military education, considering its theoretical and methodological, organizational and practical aspects.

The strategy of integration of domestic education into the European and world educational space, which we have already noted, has actualized a significant amount of research in the field of pedagogical comparative studies. Thus, A. A. Sbrueva analyzed the main trends of reforming General secondary

education in developed English-speaking countries, which he considered as an adequate public response to globalization challenges [Allen, Berg, Markey-Towler, Novak, & Potts, 2020]. The subject of V. V. Matvienko's scientific comparative analysis is the regularities of the development of educational systems in the countries of the European Union. Comparative analysis of the ways of development of domestic and European higher education was carried out by G. G. podberezkaya. The content and features of the development of vocational education in Germany are analyzed in the study of N. V. Abashkin. Trends, ways and regularities of higher education reform in Western Europe were investigated by P. V. Kryazhev. I. V. Shimkiv investigates the problem of monitoring the quality of education, which is extremely important for domestic science, by the example of its implementation in schools in Germany. The problems of ensuring the quality of education, but at the University level in Austria have become the subject of scientific research carried out by V. I. Sheika. L. M. Grinevich also studied the current trends of decentralization of basic education management on the example of Poland [Sabyrbekov, Dallimer, & Navrud, 2020].

The primordial role of the teacher for the effectiveness of the educational system has become a natural reason for the system of studies aimed at studying the conceptual foundations, organizational forms and national characteristics of professional training of teachers in developed countries. Thus, Janusz Moritz analyzed the state and prospects of the national system of training of teachers in Poland. The regularities of the development of the system of higher pedagogical education of the Slovak Republic from the point of view of its orientation towards entering the European space of higher education are investigated by T. V. Luckovich. The current state and trends in the development of higher pedagogical education in Italy became the subject of the study. V. Nelina. The way of formation and prospects of development of higher pedagogical education in Israel is investigated by M. G. Dreerman. T. S. Koshmanova analyzed and generalized the regularities of the development of pedagogical education in the United States of America.

Among the scientific and pedagogical researches carried out recently, it would be considered expedient to highlight the study of I. V. Folvarochny organizational foundations and substantive foundations of educational activities of European public organizations in the field of adult education, the development of theoretical foundations and ways of introducing information technologies to ensure quality management of educational services and the study of modern trends in the introduction of democratization processes in the management of domestic educational institutions.

From the point of view of the problems of our research, the scientific work of N. I. Ryabenko devoted to the preparation of the future teacher as a subject of educational legal relations is of particular interest [Khan, Lei, Shah, Ali, Khan, Muhammad, ... Javed, 2020]. The author on the basis of developments in the field of law carried out a pedagogical analysis of the structure of educational relations the teacher has identified criteria, parameters and levels of legal competence the legal competence from the point of view of readiness for effective operation in the system of educational relations. This study is to a certain extent indicative from the point of view of the prospects of a comprehensive study of educational problems by representatives of different Sciences, and in particular – legal.

To a certain extent, several psychological and sociological studies correlate with the problems of our work. N. A. Shanidze investigates the system of continuous education in the context of the actual universal problem of socialization of personality. The subject of scientific research V. A. Marushchenko sociological foundations and factors of formation of innovative education. V. V. Chepak analyzes sociological problems of education system management. The results of the study by O. A. Davidyuk confirm the important role of education in the formation of the social status of women and identify sociological factors to improve the efficiency of this process.

N. L. Kolominsky carried out the analysis of social and psychological aspects of managerial educational management taking into account the peculiarities of the subject, means, goals and results of the specified profession, on the basis of which he developed a structural model of the educational Manager and proposed the main directions of improving his professional skills. L. M. Karamushka investigates psychological determinants of management of secondary education institutions.

Research of psychological aspects of innovative support of educational activity is especially actual. Gumenyuk carries out theoretical and methodological analysis of the psychological content of innovative education. Dissertation research Th. Bochelyuk is devoted to the analysis and allocation of psychological bases of readiness of participants of educational activity to management of innovative processes in educational institutions [Lambert, 2020].

Conclusion

The increasing role of economic provision and the corresponding regulation of all social processes contributed to the active development of economic research in various spheres of human life, including in the field of education. Special attention is drawn to the research of O. A. Titar and S. A. Mikhatsia, which emphasize the significant role of education as a factor of economic growth and development of society and the state. Research of regularities and scientific bases of state economic regulation of educational activity have both scientific and theoretical value. So, research N. L. Shumar devoted to the problems of state regulation of the system of financial support for the development of domestic education [Hatcher, McBride, Rebombo, Munshi, Khumalo, & Christofides, 2020]. Based on the analysis of long-term experience of economic activity of the state in the field of education, A. M. Robak worked out a system of modeling of effective management of financial flows, the regulation of which is entrusted by the state to the Central Executive authority in the field of science and education. According to the results of the dissertation Research L. I. Antoshkina formulated the economic foundations of state regulation of higher education. I. Pasinovich analyzed the theoretical and methodological foundations of state regulation of entrepreneurial activity of higher educational institutions and identified areas of improving their competitiveness.

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Динамика развития показателей региональной системы образования в политической среде

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Аннотация

Стоит отметить, что приведенные выше методологические исследования не предусматривают ни определения объекта исследования, каким является предмет административного права в редакции 1938 года, ни проблемы состояния этого объекта исследования, ни причинно-следственной исторической связи между прошлым и настоящим. Точнее, его абсолютная несовместимость с принципами верховенства права. Многочисленные диссертационные исследования по проблемам административного права, учебники и учебные пособия свидетельствуют о том, что каждый из них вроде бы опирается на методологические основы своих исследований, но существование догматики предмета административного права свидетельствует о том, что ученые обходят исторический, простой сравнительный метод его содержания с 1938 года по сегодняшний день, в том числе и сравнительно-правовой метод исследования. По сути, это следствие идеологического блокирования отечественной наукой позитивных аспектов зарубежного опыта, поскольку категорически утверждается, что "заимствование опыта зарубежных стран, имеющих более высокий уровень обеспечения прав, свобод и гарантий человека", является неоправданным, а "попытки адаптировать глобальные научные категории, в частности верховенство права, к потребностям современных политических процессов" неприемлемы.

Совершенствование-а именно, трансформация административного права невозможна без объективного и беспристрастного изучения истории его становления, признания недопустимости использования современной административно-правовой наукой 80-летней концепции субъекта административного права, навязанной обществом на основе идеологии Коммунистической партии, препятствующей (блокирующей) использованию позитивного зарубежного опыта; отказа от устаревших нормативных актов в пользу реализации принципов правового, демократического и социального государства. Такое блокирование, как показывает исследование, выгодно только бюрократии.

Для цитирования

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Ключевые слова

Образование, политика, образование, динамика, структура.

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