

FROM THE EDITOR

The content of the educational program of any nation determines its values and reflects its hopes for future generations.

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In this issue, we continue to publish articles discussing the situation in our educational system. Its values and goals are under examination. Educational reforms in Russia have been pushed forward for three decades, they have no end in sight, and, worst of all, only one vector is becoming more and more clearly defined – economocentricity. Education has become a service with all the consequences that follow as a result – education has largely become paid, focused on the client, i.e. on the student, and imbued with the ideology of demand in the market. In addition, the ideologists of the reform say with undisguised satisfaction that we have successfully exchanged the “knowledge” paradigm for a “competence” one, and it now allows “individual educational trajectories”. The results, generally speaking, are quite miserable. In the UN ranking of world countries on the level of education index, Russia ranks 39-th, stuck between Malta and Hungary. In the PISA (Program for International Student Assessment) 2020 ranking, the country ranked 27-th between Portugal and Latvia. In terms of quality of primary education, Russia was ranked 50th, below India, although above the Seychelles. According to the World Bank, Russia ranks 120th out of 197 in terms of education costs as a share of GDP. Yet we are still ahead of Turkey, Ireland and Lithuania. The absolute success of the reform was the simple fact that the majority of students (especially for master’s and postgraduate studies) are forced to study and work at the same time. However, as a consolation, we can say that in terms of human capital development, the World Bank has assigned Russia a place in the top ten. Thus, not all is lost yet, and it is possible to push forward reforms to victory.

It seems that one of the key reasons for such a sad results is the lack of state thinking aimed at building a nation. How can educational models that are completely uncritically borrowed from others and forcibly hammered into a well-functioning system reflect national values? Also, under the influence of the ideology of the “individual learning trajectory” and the primitively understood focus on demand in the market, the question of which subjects are needed and which are not is constantly discussed in society. Building a “narrow” specialist happens at the expense of the humanities. At the same time, it is completely overlooked that humanities themselves are a core component in the formation of personality, and without them, engineering and other knowledge and skills are much less expensive. The humanities are universal and can teach skills needed in different professions. They make one think about values and build a critically reasoning personality. And if such people were at the helm of the reforms, the results would be completely different.

