

THE PLACE AND ROLE OF THE EDUCATION SYSTEM IN THE DEVELOPMENT OF MODERN SOCIAL RELATIONS IN THE RUSSIAN STATE IN THE CONTEXT OF NATIONAL SECURITY

Abstract

The purpose of the article is a socio-philosophical analysis of the conceptual and practical significance of the Russian education system in the consolidation of society on the path of its creation, development and resistance to modern social threats and dangers. The Russian education system is designed to form a high intellectual, strong-willed, creative-labour and protective potential not solely for the individual but also for all the citizens of the country. The potentials mentioned above should be formed in the modern education system, ensuring its crucial role not only in the development of the Russian state but also in ensuring optimum efficient social relations and purposeful organization of national security.

Keywords: education system, consolidation of society, public relations, national security.

Introduction

The works of many scientists, for example, A. Y. Mozdakov (2008), E. F. Moros, V. V. Goncharov (2020), N. V. Nalyvayko (2007), I. A. Pfanenstiel (2010), N. M. Churinov (2007), are devoted to the study of problems of Russian education and ways of their fruitful solution. Unfortunately, at present, there is not enough theoretical and methodological research on the importance of the education system in the development of modern public relations in the Russian state in the context of national security.

Education as a social institution is essential for ensuring national security and developing public relations. Its nature is twofold. On the one hand, the educational potential, as a necessary level of development of the country's population and civil society, coexists and interacts with all other potentials of the country (economic, political, military, socio-cultural, and others); on the other hand, it is an integral part of any other potential, since it is included into them in the form of the cumulative knowledge of specialists in a particular industry.

Education allows a person to respond competently to the increasingly complex requirements of society provides the intellectual protective potential of a person who has knowledge, skills and abilities acquired in the process of education, training, professional and civic socialization.

In other words, it is necessary to clearly define the goals and objectives of the development of the system of education and training, ensuring its crucial role not only in the development of the Russian state but also in ensuring optimal productive social relations and purposeful organization of national security.

Methodology

The study was based on the socio-philosophical principles and methods of cognition used in the study of social processes, as well as a systematic approach, which allowed to study the relationship between national security and the sphere of public education. This methodology allowed to identify the place and role of the education system in the development of modern public relations in the Russian state in the context

of national security.

Research Results

Education has been transformed from a factor that forms and develops the individual into a factor of social security of the state, a crucial condition for preserving the integrity of the nation, the sovereignty of the state, and ensuring the right of the people to a decent life.

Academician of the Russian Academy of Sciences V. I. Zhukov (2004) points out that “education is no longer a factor in the development of the individual, but an instrument for ensuring the integrity of the nation, the social security of the state, the determining condition for preserving its sovereignty and providing the population with the right to a decent life. He believes that in the new millennium, the world faces unprecedented changes when civilizational progress is measured in the intellectual and educational power of people. Social progress today is possible only through the accumulation of knowledge, while the intellect is used to eliminate all the obstacles that arise. In the internal development of states, the condition for social progress is also knowledge as the main prerequisite for the self-reflection of society, which determines the degree of development of a particular social system” (p. 12).

Education is not just about learning for children, young people and adults, but also about building the skills and competencies to build a better future. If you want justice and peace, financial security and work, if you want a fair and tolerant attitude of people to each other, then, as stated in the 9th World Education Monitoring Report, you should start with school (Danilov, 2018, pp. 74-78). It is a tool for improving life performance, strengthening understanding, human security, and social cohesion. There are no more reliable means on the way to the development of society, to the social cohesion of society, to peace, to the political stability of the state than education, on which depends whether the future

of the country will be prosperous, peaceful, uniting all the people, or not. Therefore, education should be considered as one of the key issues on the broad agenda of world creation.

Probably, nowadays, it is difficult to find politicians and researchers who do not recognize the strategic importance of education in ensuring national security and do not include the task of preserving and protecting spiritual values, among the most significant problems. Ignoring them leads to the inferiority of any political functions and strategic doctrines.

The state of the spiritual sphere merged with practice, the nature and content of basic social goals, projects and values, moral and intellectual social potential, forms and opportunities for creative self-realization, and the spiritual unity of the peoples of the Russian Federation are systemic factors of national security.

Education helps a person to fully meet the increasingly complex demands of society. At its core, it should help to protect the individual by giving him some social capital, knowledge and skills in the process of socially useful activities, which will allow him to find his place in the world, having a clear understanding of the surrounding situation. Disorientation of the goals and objectives of the education system can lead to the dysfunctionality of the state and social systems.

The concept of state policy in the field of spiritual and moral education of children in Russia notes the need to take urgent anti-crisis measures in this area, without which the country in the historically near future may face the risk of disappearing as a single state that has failed to preserve its cultural and historical identity.

It is difficult to overestimate the importance of education in strengthening security in the following context: education plays the role of the environment for preserving and reproducing the national and state identity of society, individuals and groups that make it up. Identity is a natural process of individuals' awareness of group community and the formation of solidarity. The pro-

cess of its formation and preservation, updating and development is one of the most important tasks of the policy in the field of national security. Any nation seeks to protect its political, cultural and physical identity against the threat of external invasion.

The preservation of national cultural and spiritual identity is one of the main components in ensuring national security and involves optimizing the ratio of ethnic and interethnic aspects of cultural identity.

The loss of the goal here, according to Seneca, will lead to the fact that a ship that does not know the purpose of the trip, no wind will become favourable (Seneca, 1893, p. 110).

According to V. G. Tomilov (2014), national values become educational values only when one child is not opposed to another when they teach each of them to understand the national feelings of the other, to see the greatness and historical significance of the contribution of each nation to the culture and spiritual development of mankind. To paraphrase the scientist's idea, we can say that each nation should make its own contribution to the development of the global educational space by broadcasting its culture and spiritual values to the world, which are also reflected in the national education system. The refusal of the people to form their own educational space in the global structure leads to a decrease in the overall level of education in the world as highly cultural and spiritually valuable (p.113).

The author shares the position of the scientist, since the devaluation or blurring of its unique image, the substitution of national values borrowed from the outside, the loss of its identity, orientation in the direction of illusory prospects do not allow the country to equip its existence effectively and purposefully, to strengthen its position in the competitive international struggle, which can eventually lead to its disappearance.

Both modern life and the historical experience of Russia show the desire of forces of society and the state to form a political identity among Russians, citizens, in the past – patriots. Even

during the Tatar-Mongol yoke, Metropolitan Peter, according to the legend, blessed Moscow as the church and state capital of the Russian land. According to V. O. Klyuchevsky (1995), “it was then that the church hierarchy consecrated the two main goals of the people, which became the basis for the independent political existence of the Russian people: the formation of an independent state and the unity of the peoples inhabiting it around the Russian people” (p. 132).

The Uvarovsky principle of the organization of the educational process in the country served to realize this goal. In a circular letter on his assumption of the post of Minister of Public Education from 1833, S. S. Uvarov stated that the basis of public education should be a combination of the spirit of Orthodoxy, autocracy and nationality (Parsamov & Udalov, 2010, p. 10).

Even at the end of the XVIII century, the Russian state realized the role of the education system as an instrument of state national policy, the purpose of which was to prevent the collapse of a multinational state. Over the next two centuries, there was an active search for organizational solutions that would make it possible to transform educational institutions with the indigenous peoples' language of instruction into an instrument for the implementation of national and political goals of the state.

Much has been done in this direction by the Soviet school. At a joint meeting of the Commission for the Implementation of Priority National Projects and Demographic Policy and the State Council, held on December 27th, 2010, Vladimir Putin, who served as Prime Minister, said that the Soviet government had managed to create “a certain substance” in the creation of inter-confessional and inter-ethnic peace, which had a great positive impact on inter-ethnic and inter-confessional relations. Based on the socialist idea, it was ideological in nature. Putin also noted that at present, it was not possible to find an equivalent to replace what was created in the Soviet Union (Verbatim report on the joint meeting of the State Council and the Commission for the

implementation of priority national projects and demographic policy, 2010).

Without a doubt, thanks to this, the peoples of the former Soviet Union were able to preserve their language and customs and gained cultural and political unity within the framework of a single state. In modern Russia, the traditions of diversity and spiritual unity of many nations make it an influential and strong multi-ethnic state. However, such a condition is not given once and for all. This unity is achieved as a result of the systematic daily efforts of all the authorities, the entire society.

Therefore, among the important tasks of the educational system, which is conditioned by the fact of the polyethnic nature of the Russian society, is to include among the priorities of education the upbringing of the spiritual consolidation of a multiethnic society into a single cohesive people. This is an important political task designed to ensure the internal stability of an ethnically diverse society, its formation into a co-citizenship, united by common basic values of civil society. Nowadays, each institution of the educational system should actively perform the functions of consolidating and system-forming factors for both an individual ethnic group and a multi-ethnic society as a whole.

At a meeting of the Presidium of the State Council of the Russian Federation on February 11, 2011, Dmitry Medvedev stressed that the work to strengthen interethnic harmony in the country should begin at school, at university, where the foundation of a person's worldview is taught. The way of thinking a person acquires during the educational process determines his worldview, his attitude to the world around him, the ability to listen to other people, respect other people's views and habits, and be guided by the rules of modern life (Meeting of the Presidium of the State Council on measures to strengthen interethnic harmony, 2011).

The complex multidimensional nature of the national composition of the Russian society poses two kinds of problems for the educational sys-

tem. Firstly, the necessity to form a system of institutions that implement general education programs with a national-regional (ethnocultural) component. Meanwhile, teaching is carried out both in the native and in the national Russian languages, with the humanitarian component of education, which is based on the all-Russian culture (Gubarev & Mikheenko, 2010, pp. 90-95). Such institutions, providing equal education for young people satisfying ethnic and cultural educational needs, should be an integral part of the educational system, an equal element of the general Russian educational field in terms of their goals, structure and organization, and internal content.

Another problem related to the polyethnicity of Russian society is the need to take into account the spiritual consolidation of the peoples living in Russia among the main priorities of education. This is what ensures the stability of a politieethnic society, united in its fellow citizenship and unified by the values of civil society.

Consequently, in our opinion, while implementing educational programs, it is highly important to take into account the national and regional component, educational institutions that relay languages and cultures should objectively be a system-forming and consolidating factor for individual ethnic groups and society as a whole. This functional unity allows combining harmoniously the ethnonational aspects of educational policy and the objectives of the national policy of the state.

The role of education in the process of consolidating society is due to the fact that professional skills and education expand the horizons of people, increase the opportunity and need for expanding social ties, promote social mobility, thereby becoming an integral condition for ensuring social harmony and increasing the level of civic responsibility.

One of the articles of the Russian scientist A. A. Ovsyannikov (1999) is quite successfully, in our opinion, titled "Education of a new Russia through education in Russia". The educational

potential should be fully used to consolidate society, overcome social conflicts and ethnic and national tensions, strengthen a single socio-cultural space on the basis of equality of different faiths and national cultures, the priority of individual rights, and reduce social inequality (Ovsyannikov, 1999, pp. 73-132).

As a tool for the reproduction and development of society, which solves various tasks to ensure its own existence, secondary and higher schools both indirectly and directly participate in ensuring security.

In this sense, the school is a component of the national security system. There is no doubt that education is one of the key institutions that form the national and state identity of Russian society, which is the foundation of its unity and, therefore, the basis of the integrity, viability and stability of the development of the Russian Federation.

The active processes of unification of cultures and general globalization have brought to the fore the problems of a social nature that relate to the formation and preservation of a new Russian identity. In the list of positions that indicate the strengthening of Russia's national security, the National Security Strategy of the Russian Federation until 2020 states that Russia was able to resist the threats of separatism, international terrorism, and nationalism, preventing the discrediting of the constitutional system. It is noted that the country is experiencing a revival of native Russian ideals, a decent attitude to historical memory, and spirituality. Social harmony is being strengthened on the basis of such common values as freedom and independence of the Russian state, humanism, unity of cultures and interethnic peace between the peoples of the Russian Federation, patriotism, respect for family traditions, and interfaith tolerance.

In the context of the increasing information struggle, the defining role of education in protecting the consciousness of young people is due to the fact that it does not have equal knowledge, spiritual and organizing reality, comparable in its

impact with the mass media, which is able to form stable information and cultural immunity and the ability to self-determination in the public and individual consciousness.

The formation of the state-national identity of citizens ultimately leads to the creation of a socially cohesive society that provides political stability, which a number of scientists, not without reason, define as the ability of the political system to self-preservation in conditions that threaten its existence.

Social solidarity, which is the basis of social cohesion, reflects a fairly high level of intra-group contact and intimacy, a general reaction to homogeneous phenomena, etc. A detailed analysis of the phenomenon of solidarity was once conducted by E. Durkheim (1995). Explaining its essence, he noted: "that the ties of individual segments of society are strengthened as a result of closer and more intensive development of collective forms of consciousness. All this is ensured by the system of equal access of the population to education. Otherwise, society is split along educational lines, and individual social groups cease to understand each other, accumulate different, sometimes opposite values during their lives" (p. 87).

It is equally important that a person, as a social being, is characterized by transpersonal values – humanism, independence and freedom of his country, patriotism, respect for family traditions, unity of cultures and interethnic peace in a multi-ethnic society. In our opinion, such transpersonal values can be combined with the concept of "collective values", which is more understandable for Russia. These shared values, as stated in the National Security Strategy of the Russian Federation until 2020, are the basis of public consent in the country.

Thanks to education, these values are embedded in the minds of people and become the motives for their actions. The Federal Law "On Education in the Russian Federation" states that it is designed to maximally promote cooperation and mutual understanding between people and peo-

ples, regardless of national, religious, racial, social or ethnic affiliation, and should ensure the formation of a citizen and a person integrated into modern society, who strives to improve this society; it should be aimed at promoting the self-determination of the individual, creating conditions for self-realization of members of society, and improving and strengthening the rule of law.

At the same time, we consider it important to supplement and expand this formula, noting a number of positions that define and reveal the role of the institute of education in the formation and strengthening of the social cohesion of Russian society.

The formation of social cohesion is impossible without close communication links between the individuals who make up society. Language is the most important means of communication. In such a multilingual and multinational country as Russia, the presence of a single language of interethnic communication is of fundamental importance. Without it, various groups will become alienated from each other, and the population as a whole will be divided by language principle. Historically, in our country, this function is performed by the Russian language. The widespread use of the language of interethnic communication does not by itself eliminate the causes of social stratification of society (polarization of positions and interests is possible even in monolingual groups) but nevertheless creates prerequisites for collective life.

In particular, O. A. Nesterchuk (2008), among the functions of the national educational policy and educational institutions, notes the following: preservation and development of a single language space, as well as mutual understanding between citizens of the state; unity of values; formation of skills of interethnic, tolerant, partnership interaction and the creation of favourable social and cultural prerequisites for this (p. 12).

Therefore, the multinational Russian school has the task to play an important role in the development of both Russian and native languages, to form an all-Russian self-consciousness and

self-identity. Updated education should play a key role in preserving the nation's gene pool, ensuring the dynamic, sustainable development of Russian society with a developed household, professional and civil law culture, and a favourable standard of living. Through this prism, it is necessary to consider the practice of teaching Russian in Russian education and various projects aimed at reforming it.

At the joint meeting of the Council for Culture and Art and the Council for the Russian language in St. Petersburg on December 2, 2016, Russian President Vladimir Putin also notes that it is necessary to take care of the preservation and dissemination of the Russian language. (Verbatim report on the joint meeting of the Council for Culture and Art and the Council for the Russian Language, 2016)

Thus, the impact that education has on the security of the country is due to the extent to which it increases or decreases the level of awareness of group community by citizens as the basis of their solidarity. Ensuring the national security of the Russian Federation directly depends on the preparation with which the country's youth enters the social life of the second decade of the XXI century, what are its social values, political and moral ideals, the level of professional training and general culture.

The awareness of community is the foundation for solving socio-political and socio-economic problems. However, the coexistence and interaction of several types and bases of identities (ethnic, state, regional, religious, etc.) is fraught with the threat of a potential conflict between the Russian identity and any of the particular identities. Russian educational policy should be constantly aimed at ensuring the compatibility of multi-level identities, as well as at eliminating the threat of the dissolution of national identities in the process of federal integration.

Regarding the educational potential, as an integral part of the national security potential, in our opinion, it is necessary to note the following: history is not created by itself, but by living peo-

ple. In society, nothing can happen apart from the person outside of him. Most developed countries in the modern world rely on all-around growth in the quality and importance of education. In Russia, as well, there is a growing understanding that the most important factor in strengthening national security and forming new social relations should be an effective education system.

The emphasis of the development of modern society is shifting from the reproduction of physical capital to the reproduction and accumulation of human capital. Social progress and, as a consequence, the modernization of society, the revival of the country, the strengthening of its security have an inexhaustible resource, which is intelligence, and a constantly improving tool, which is knowledge and competence.

Conclusion

Thus, as a result of the socio-philosophical analysis of the role of the Russian education system in the development of modern social relations, it is determined that from a factor forming and developing a personality, modern domestic education can be transformed into a factor of preserving the integrity of the nation, the sovereignty of the state, ensuring the right of the people to a decent life. Education as a social institution is of crucial importance in ensuring national security and the development of public relations. The impact that education has on the security of the country is due to the extent to which it increases or decreases the level of awareness of group community by citizens as the basis of their solidarity. Ensuring the national security of the Russian Federation depends on social values, political and moral ideals, the level of professional training and the general culture of the people.

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