

Is distance education a means of implementing the National Education Doctrine?

R.A. Romashov¹, E.A. Bryleva^{2*}, and E.G. Rakova³

¹ Murmansk Arctic State University Saint Petersburg University, Murmansk, Russia

² Perm Institute of FSIN Perm Institute, Perm, Russia

³ Research University Higher School of Economics, St. Petersburg, Russia

Abstract. The concept of the cyclical nature of social history is substantiated in relation to the genesis of state and law in general and in relation to the concept of educational law, in particular. The conceptual difference between the educational systems of Russia and the West is shown in terms of the mechanism of their formation and goals of functioning. The intra-systemic collision of the system of modern Russian education is proved, which combines the Soviet (specialty, postgraduate studies) and Bologna (bachelor's, master's) components. The prospects for the development of the Russian educational system are determined, «educational risks» are highlighted in the context of globalization processes, on the one hand, and the growing trend of state isolation of Russia, on the other.

1 A problem statement

The entry of human civilization into the «era of the information society» causes an increase in the importance of education, which in modern conditions acquires a functional and instrumental content different from the «industrial era».

The education system is a set of material (material) and procedural (meaningful) institutions in the aggregate that create an integral content of educational activity.

Having arisen at a certain stage in the evolution of human activity, education as a way of conscious perception of the world of human relations and the formation of applied competencies provides an opportunity for an individual person - the subject of knowledge - to obtain and systematize information determined by the object and subject of cognition with its subsequent introduction into the practice of social relations.

At present, two relatively independent education systems coexist in Russia: the «inherited from the Soviet past» system of unified higher education in the specialty profile and the system of two-stage higher education in the areas of bachelor's and master's degrees copied from «Western educational patterns». The ambiguous attitude towards these systems is predetermined by the equally ambiguous assessment of the place that the Russian Federation occupies in the modern world. On the one hand, the recognition of the multipolarity and multiculturalism of human civilization presupposes the consideration of

* Corresponding author: prof-ped.gpa@mail.ru

the Russian state as one of the subjects of international law, which in turn makes it open to external relations, and makes educational activities an important instrument of international integration. On the other hand, the growing tendency to oppose Russia and the West, statements by domestic leaders about the «death of the liberal idea», cause the exposure of new and strengthening of existing barriers in the field of intercultural communication, which results in the «subordination» of the Russian educational system to the requirements of state expediency [1].

1.1 The objective of the work

One of the strategic goals of the national doctrine of education is to assert the status of Russia in the world community as a great power in the field of education, culture, art, science, high technologies and economics. Does the transition to the Bologna education system and the active introduction of distance technologies contribute to the implementation of this strategic goal is a debatable issue [2], [3], [4].

The research methodology is based on the application of such research methods as the method of analysis, synthesis, deduction, induction and analogy, among the private scientific – formal-legal method, respectively, historical, logical, dialectical techniques and methods of scientific knowledge.

2 Results of the research

Russia entered the European Higher Education Area (EHEA) in 2003, thereby demonstrating its desire to join the European integration and become one of the equal (and equally liable) participants in the partner union of European states with an educational system adapted to European standards [5].

As part of the Bologna Process, the EHEA countries have introduced systems with three cycles (levels) of higher education qualifications: bachelor's, master's, doctoral [6].

The introduction of a two-stage (instead of a three-stage) format of higher education was carried out not by replacing the «Soviet specialty», but in addition to it. Thus, there was no optimization and actualization of the system, but its complication, due to the introduction of «parallel» segments that were not united by a common logic of interaction, which undoubtedly had a negative impact on the efficiency of the functioning of Russian higher education as a whole and certainly did not give it the expected competitiveness in comparison.

With European educational systems (which will be discussed further below), nor did it enhance its applied significance for the internal market of personnel vacancies. The preservation of the specialty, along with the introduction of the bachelor's and master's degrees, has led to a logical question of what different professional competencies should graduates with the appropriate diplomas possess and, accordingly, what positions within the framework of the relevant areas of professional training they can apply for. The domestic legislator has not yet given an answer to this question.

In the Russian Federation, at the moment, the Soviet model of training scientific personnel in postgraduate (postgraduate) and doctoral studies, aimed at writing and defending candidate and doctoral dissertations, is preserved. At the same time, at present, postgraduate studies (doctoral studies) act to a greater extent not as scientific, but as educational institutions, with the main goal not to train future scientists - candidates of science, but to pass another level of education (similar to European doctoral studies) the defense of a postgraduate dissertation and the assignment of the qualification «researcher», the incorporation of which into the system of professional competencies also raises a

number of questions, since both persons who have completed their education at the level of «Specialty» and have the right to engage in scientific and teaching activities in accordance with the current Russian educational legislation Master's qualification.

One more point related to Russia's integration into the Bologna process. If earlier the system of writing and defending dissertations was structured according to the principle of centralism and closed in its activity to a special state body - the Higher Attestation Commission of the Russian Federation, now two independent systems are emerging: the traditional one, oriented towards the Higher Attestation Commission and the autonomous one, created with the «most advanced» in the scientific plan universities. At the same time, it is assumed that a person with an academic degree approved by the order of the Higher Attestation Commission and the order of the rector of the corresponding university will be equal in their formal legal status. And this in turn raises the question of what innovations are needed for, which, in principle, do not change anything.

Another innovation of modern education: the active introduction of distance education. Another outstanding Soviet scientist in the field of psychology and pedagogy L.S. Vygotsky wrote that «In the very nature of the educational process, in its psychological essence, there is a requirement for the closest possible contact and close communication with life» [7].

Distance education carries risks to the health of the nation. Another important point related to the influence of computers on the health of the younger generation. According to the same Rospotrebnadzor, by all means "standing on the protection of the health of the nation": "The duration of continuous use of a computer with a liquid crystal monitor in the classroom is: for students in grades 1-2 - no more than 20 minutes, for students in grades 3-4 - no more than 25 minutes, for students in grades 5-6 - no more than 30 minutes, for students in grades 7-11 - 35 minutes [8].

At the same time, as the practice of introducing distance learning into universities in modern conditions has shown, distance learning is not without its drawbacks, including:

- 1) Weak communication with the teacher due to the lack of personal contact between the participants in the educational process.
- 2) The inability to resolve emerging issues through personal communication.
- 3) Requirements for high self-organization and self-motivation of the student.
- 4) The need to ensure uninterrupted access to the Internet [9], [10].

The quality of education also suffers. Thus, according to the Pisa project (EU), it shows the relationship between the amount of investment in the digital infrastructure of schools and the results of the educational process. The experiment involved more than 1 million students from 15 countries. Comparing over 10 years the dependence of the performance of students in mathematical schools on the amount of investment in school infrastructure, it turned out that the indicators of success in education fell from an increase in the number of investments in school informatization processes of learning.

Fully distance secondary education appears to be acceptable in a state of emergency; natural Disasters; epidemics, epizootics; for children with disabilities; at the choice of parents and children. The main part of the country's minority population, in order to form a well-bred, healthy, intellectually developed nation, must continue the traditions of the Russian school with elements of digitalization.

Youth organizations play an important role in realizing public interests and needs of various groups of Russian youth. The strength of youth associations lies in the fact that a person capable of making decisions is brought up in them, an experience of self-realization through social interaction is formed [11]. Also, the continuation of the formation of youth organizations, volunteer movements, including in the field of charity, will certainly contribute to the development of patriotism.

3 Conclusions

European educational integration is a consequence of the desire of European states to form a single European space, within which conditions can be created for integration communications in the most important areas of public life, including activities in the field of organizing and implementing education and science.

The Bologna Process is a form of supranational educational integration, within the framework of which and through which the tasks related to the optimization of educational activities are solved through the development and implementation of a number of standards, the most important of which are:

- development and implementation of the European system of transfer and accumulation of credits into the national educational systems;
- formation of comparable criteria for assessing the quality of teaching and learning;
- expanding the academic freedom of students and teachers;
- providing employment for graduates;
- ensuring an increase in the attractiveness and competitiveness of the European educational system.

References

1. E.I. Inshakova, A.Y. Ryzhenkov, A.O. Inshakova, *Neo-Industrialization of the Russian Economy: Technological and Digital Development*, Ubiquitous Computing and the Internet of Things: Prerequisites for the Development of ICT, 239-250 (2019)
2. K.V. Drokina, *Trends in the development of the higher education system in modern conditions*, Economy and business: theory and practice, **6 (64)**, 89-91 (2020)
3. E.V. Ignaschuk, V.I. Kirichenko, I.N. Kobylanskaya, *Features of the introduction of distance technologies into the educational process*, E-learning in lifelong education, **1 (2)**, 63-67 (2015)
4. N.B. Anderson., D. Gualco, *Design of Distance Learning Systems Using a P-3 Model: Purposeful, Participatory and Project-Based*, World Conference on Educational Media and Technology, 493-497 (2016).
5. S. Smirnov, *The Bologna Process: Development Prospects in Russia*, Higher Education in Russia, **1**, 43 (2017)
6. V. Muller. *Accreditation, reaccreditation, accreditation process-unknown future?* Ed. Conference of Rectors of Higher Education, 14, 100-106 (2014)
7. L.S. Vygotsky. *Pedagogical psychology*, 267-366 (2016)
8. V.P. Salmikov, E.A. Bryleva, F.G. Galiev, *Raising the younger generation in the context of distance education*, Legal state: theory and practice, **4 (62)**, 186-194 (2020)
9. A.S. Chow., R.A. Croxton, *Designing a Responsive e-Learning Infrastructure: Systemic Change in Higher Education*, American Journal of Distance Education, **31 (1)**, 20-42 (2017)
10. M. Aktaruzzaman, M. Plunkett, *An Innovative Approach toward a Comprehensive Distance Education Framework for a Developing Country*, American Journal of Distance Education, **30 (4)**, 211-224 (2016)
11. I.V. Dubrovina, *Psychological problems of education of children and schoolchildren in the information society*, National psychological journal, **1 (29)**, 6-16 (2018)