

opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Linguística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

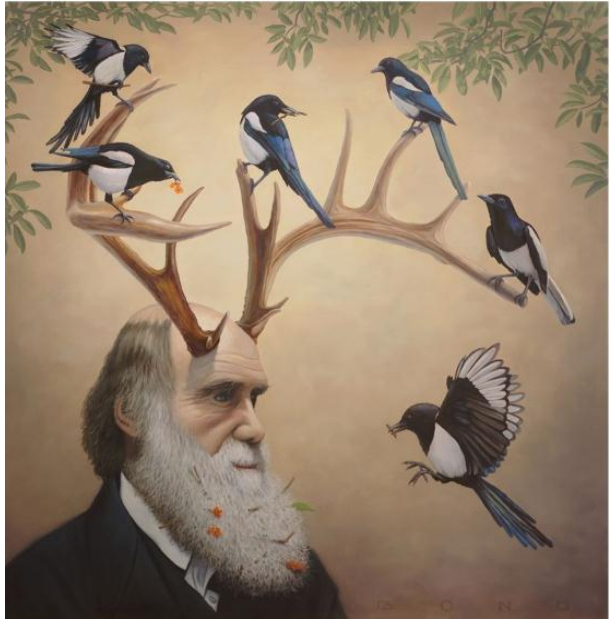
Año 35, 2019, Especial N°

22

Revista de Ciencias Humanas y Sociales

ISSN 1012-1537/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

The state and development trends of social science education in Russia

Rimma Gabdarxakovna Shamsutdinova, Elena Mikhailovna Shuvalova, Rezeda Ilgizovna Khoraskina, Yulia Alexandrovna Kozlova

Kazan Federal University, Institute of International Relations, History and Oriental Studies

rimgab2012@mail.ac.ur, Elena@mail.ac.ur, Rezeda@mail.ac.ur, Yulia@mail.ac.ur

Abstract

This publication is devoted to the identification of the features of the development state and trends of social science education in Russia (90-ies of XX century – the beginning of XXI century) via the methods of determinism and system analysis. As a result, the beginning of system reforming of social studies education in Russia coincided with the period of systemic crisis. In conclusion, the new (second) generation standard, known as the GEF and aimed to a system-activity approach in the study of school disciplines was accepted in 2012 and is the basic at the present time.

Keywords: Reforming, Social, Studies, Education Standard.

El estado y las tendencias de desarrollo de la educación en ciencias sociales en Rusia

Resumen

Esta publicación está dedicada a la identificación de las características del estado de desarrollo y las tendencias de la educación en ciencias sociales en Rusia (años 90 del siglo XX - principios del siglo XXI) a través de los métodos de determinismo y análisis de sistemas. Como resultado, el comienzo de la reforma del sistema de educación en estudios sociales en Rusia coincidió con el período de crisis sistémica. En conclusión, el nuevo estándar de (segunda) generación, conocido como el FMAM y destinado a un enfoque de

actividad del sistema en el estudio de las disciplinas escolares, fue aceptado en 2012 y es el básico en la actualidad.

Palabras clave: Reforma, Social, Estudios, Estándar de Educación.

1. INTRODUCTION

The education system in the post-industrial stage of modern civilizations development is the most important social institution; it sets the formation conditions of the qualitative individual development and society as a whole. The formation of a youth new generation within the Russian Federation educational organizations, principally within schools, takes place at the lessons of history and social science. The main and fundamental direction in the school education reforming in Russia in the 1990s was the renewal of the school education content, and first of all, social and humanitarian education (JARAMILLO, 2018)

2. METHODS

Concerning the methodological basis of this study, we note the following: first of all, it is necessary to mention the principle of scientific objectivity (allows to identify patterns of concept development about the place and the role of social science education in the school system). Further, the methods of determinism (shows the cause and basis of the considered historical events) and system analysis

(allowed to consider society as a whole, which consists of subsystems that are in interpenetrating and relatively independent relationships and intercommunication with each other, as well as to identify certain facts and events as a reflection of the characteristic phenomena in the regional school system) were used. Also, the basic principles of historical science were the methodological basis, namely: historicism, science, sociality, objectivity, consistency. Among other things, we have analyzed social, psychological and pedagogical literature, policy and regulatory documents (GUNDOGMUS, 2018).

3. RESULTS

The school system reforming in post - Soviet Russia firstly was connected with the abolition of the USSR and the creation of a new democratic state-the Russian Federation. As VYAZEMSKY (2014) notes in his article, the school system reforming in Russia after 1991 took place in extremely difficult conditions. Indeed, the country was going through a period of deep structural and socio-cultural changes in particular. KARA-MURZA (2011) sees that the need to reform the education system in general and social science in particular, due to the fact that at the end of the XX century social studies and social sciences could not cope with the upcoming changes in society and these sciences failed. The author sees the reason for this defeat in the weak development and in the absence of a social studies rational component and the prevalence of ideological pathos in it.

Similar phenomena are also indicated by foreign authors. The education system reform seemed necessary and inevitable since the Soviet socio-humanitarian education had been politicized and therefore uncompetitive in the world labour market. VYAZEMSKY (2014) noted that social science education was not focused on the real needs of society (KHADEMOSHARIE, TADIBI, BEHPOOR & HAMEDINIA, 2018).

The reformers tried to find something new in education that would be qualitatively different from the education system of the Soviet history period and meet the new demands and trends of the Russian state and society. Thus, the Russian education system in the 1990s went through several stages of reforming: stage I (1991-1992), stage II (early 1993 – early 1996), stage III (mid - 1996 - late 1999), stage IV (early 2000-2012). Each stage is a change in general, in the general educational policy of the state, and in the reforming of social science education in particular. But it is impossible to say that the reason for the education reforming failure is seen only in the systemic crisis. If the Soviet education was based on the principles of Marxism and Leninism, and was due to the methodological filter, the post-Soviet education was, as mentioned earlier, directed liberally, democratically. KARA-MURZA (2011) writes that there has been no change in the methodological aspect (LUO, LI, PENG & FAN, 2018).

Moreover, teachers continued to conduct classes according to the principles proclaimed in far 1917. But since 1991, schools have been replacing old textbooks with new ones, introducing new

textbooks, courses (integrated), updating the content of educational programs. A course, which has absorbed a large number of disciplines of social and humanitarian sense, appeared in Russian schools later. The name of the school subject is Social studies. Within the framework of the state transformative policy in the field of social science training of students in Russian schools, there is a transition from a linear to a concentric structure of teaching discipline: primary school (5-9 grades) – the first concentric circle, full secondary school (10-11 grades) - the second concentric circle. From the mid-1996, a new stage of school education reformation in Russia begins which lasts until the end of 1999.

This stage is characterized by the further continuation of the previously intended plan implementation for the social science education reform. Teachers increasingly begin to learn new methods and forms of work with students, a new concentric system of teaching is gradually introduced and assimilated at schools, work on the FSES. In the early two thousand on the basis of the Law on Education 1992, the Executive powers of the Russian Federation adopted a number of important documents that determined the ways of social science discipline further development. Among them are Federal program of education development, National doctrine of education in the Russian Federation, The concept of Russian education modernization for the period up to 2010. These documents were mostly of a declarative nature. For example, it is observed in these documents that, ideally, the school system should be in the custody of society and the family, not

the state. In other words, the school should move at full speed to the market conditions of its functioning.

As for the Universal state exam, it was planned as a compulsory stage of school education in 2005. But because of the exam was not at an adequate level that time: tasks, methods, verification of results, lack of interest in the exam of some Universities in the country, all this forced its further development. Currently, the Universal state exam continues to operate successfully in the educational space of the Russian Federation. Due to the modernization of Russian education, there are requirements for the training level to the student who passed the course of social studies in order to identify the effectiveness of education, the effectiveness of the educational institution. Knowledge of the basis, characteristics, norms of social activity, the ability to describe, compare, correlate the knowledge of one area with the knowledge of another, to use the acquired skills in practice are among these requirements.

Thus, the main place in the process of social science education modernization and the system of Russian education in general, is occupied by the adopted (Federal) state standards of education. They set out the fundamental principles and objectives of the educational policy of the Russian Federation. Federal State Education Standard (FSES) has set a number of tasks for the public aimed at the formation of an analyzing, conscious personality, capable of reflection, assessment of objective reality.

4. DISCUSSION

The formation stages of social science education in post-Soviet Russia have not been properly covered in historiographical science. Works covering the history of the development and the status of this discipline in the 1990-ies are essentially presented with the articles published in pedagogical magazines such as *The teaching of history and social studies in high school*. The first scientific articles that reveal the essence of the school education reforming in the 1990-ies appeared in 1997. These articles were included in the collected works edited by (BOGOLYUBOVA, 2005). The articles reveal the trends in the development of basic and general education; characterize the changes in the system of general secondary education in 1995-1996. GUREVICH (1998) reveals the development of the state standards introduction issue and related legal documents into the education system.

KINKULKIN (2002) studies the questions of the methodological support of social science textbooks in general education institutions, the same question is studied by (KRAVCHENKO, 1999). The authors take into account not the cognitive possibility of textbooks, but the structure, design and methodological support. BARANOV (1999) and BAKHMUTOVA (1999) consider the acute problem of professional development of social science teachers. The authors note the negative aspects, the modern social science problem, the cornerstone of which is the teacher. The subsequent historiography of the question of the social science

education development and the status, one way or another, is connected with the accepted school education state standards. And the next article was the KINKULKIN's (2002) who criticizes the accepted standard noting its heavy workload and internal contradictions. The analysis of the new generation standards, which were published in 2009-2012, was reflected in the KUZNETSOV's (2009) works.

It is necessary to highlight a number of authors dealing with certain aspects of the problem under study. It is worth noting the monograph of the first Minister of Education of the Russian Federation DNEPROV (1998) *Modern school reform in Russia, Education and politics* where the author touched on the problems of the temporality of the Russian education system. He sees the main reason for the failure of the reform in the crisis which covered not only the educational space but the whole country. KARA-MURZA (2011) in his work *Crisis social science* raises the problem of the rational social science weakness, notices its proximity to natural philosophy, rather than to science. The observations of foreign authors are also interesting in this respect.

5. CONCLUSION

By now there are many publications in the periodicals devoted to the history of school social science education modernization in the Russian Federation. However, analytical, synthesis works are highly necessary. These may be studies that consider the preparation of both

social science school teachers and textbooks on social science. It seems to us that regional studies could complete the Federal material. In addition, the study of the educational process in high school will help to recreate the socio-cultural dynamics of Russian society in the 1990s and 2000s in details. This research can serve as a material for the study of the social science education history in modern Russia as an additional source for students of pedagogical universities.

School social science passed several stages from the collapse of the Soviet Union and the subsequent creation of a new democratic state. The stage I (1991 – 1992) was characterized by the beginning of the entire Russian education system reform the result of which was the adoption The Law on education in 1992 which prioritized the education of the population in the spirit of humanism and democracy. However, the crisis situation did not allow this law to secede from the declarative framework.

The III stage in the reforming history of the social science discipline in Russia began in 1996. This stage differs from the previous ones in that there is no structural transformation of the country educational system but there is work on the methodological support, educational literature on social science. The minimum content of education is introduced; an important document The concept of social science education at school is adopted. This document has defined the main principles of the new school system for years. However, there is still a crisis of the teaching staff in the country able to convey

knowledge to the student competently, the crisis of educational literature, methodical support.

Finally, the last IV stage (2000-2012) of school social science education reforming is associated with the introduction the Russian system of State Educational Standard, State Final Examination and Universal State Exam to the educational space. The period is characterized by the search for the optimal minimum content of social science education, the requirements for the level of students training. A significant point is the adoption of the second generation FSES for basic and complete general education in 2010 and 2012 declared the main goal of personality formation, with a full set of competencies (competence approach) for the individual successful socialization through a system-activity approach and the introduction of universal educational actions.

The last decade of the XX century proclaimed humanization and pluralism as the basic principles of the school social studies formation. These principles were supplemented by integration and democratization of education; the introduction of the problem, modular education; the principle of conscience freedom and taking into account age characteristics as well as an important principle of the reflection possibility. The continuity of social science education throughout the school year, the gradual complication and expansion of the studied social science problems, the principle of orientation to the system of human and national interests and values, the principle of theory and practice unity were also accepted as principles. Adopted the second

generation FSES puts the competence-based approach in social studies as a fundamental principle, the principle of orientation towards the student personal needs, his or her identity using the systemic-activity approach and the implementation of the Universal Educational Action.

In the context of the Russian education modernization in the field of social science, Federal development programs of education, National doctrines, etc. adopted in the early twentieth century occupy an important place. Among them, the central place belongs to the introduced State standards of education, the minimum content of social science training. These state acts determined the place of social science discipline in the school system, forms and methods of work with students to improve the level of legal, political literacy, increase the socialization degree of the individual, made demands on the student taken the school course of social science. In turn, the history of everyday life of the Soviet society of the war period should be filled with regional studies.

6. ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University. The authors express their gratitude to Professor Sinitsyn for the help provided in collecting the necessary material.

REFERENCES

- BAKHMUTOVA, L. 1999. **Methodical preparation of the future teacher**. Social studies at school. N° 6. pp. 75-80. UK.
- BARANOV, P. 1999. **Some problems of the content, forms and methods of social science teachers training**. Social studies at school. N° 5. pp. 65-72. UK.
- BOGOLYUBOV, N. 2005. **Modernization of social science education**. Teaching history and social science at school. N° 8. pp. 12-18. USA.
- DNEPROV, E. 1998. **Modern school reform in Russia**. Publishing House. p. 263. Russia.
- GUNDOGMUS, H. 2018. "The Book of My Dreams". **European Journal of Educational Research**. Vol. 7, N° 2: 245-249. USA.
- GUREVICH, P. 1998. **Modern social science: what should it be?** Social studies at school. N° 3. pp. 46-51. USA.
- JARAMILLO, L. 2018. "Malware Detection and Mitigation Techniques: Lessons Learned from Mirai DDOS Attack". **Journal of Information Systems Engineering & Management**. Vol. 3, N° 3: 19. Netherlands.
- KARA-MURZA, S. 2011. **The crisis of social science**. Part one. Course of lectures. Scientific expert. p. 464. Russia.
- KHADEMOSHARIE, M., TADIBI, V., BEHPOOR, N., & HAMEDINIA, M. 2018. "The effect of 12-weeks concurrent training on the serum levels NGF, BDNF, and VDBP in women with multiple sclerosis". **International Journal of Applied Exercise Physiology**. Vol. 7, N° 1: 77-86. Iran.
- KINKULKIN, A. 2002. **Standards require considerable improvement**. Teaching history and social science at school. N° 10. pp. 29-33. USA.
- KRAVCHENKO, A. 1999. **Social studies**. Textbook for VIII-IX classes. Social studies at school. N° 6. pp. 65-75. USA.

- KUZNETSOV, A. 2009. **The structure, purpose and functions of the new standard.** Teaching history and social science at school. N^o 4. pp. 37-40. USA.
- LUO, C., LI, M., PENG, P., & FAN, S. 2018. "How Does Internet Finance Influence the Interest Rate? Evidence from Chinese Financial Markets". **Dutch Journal of Finance and Management**, Vol. 2, N^o 1: 01. Netherlands.
- VYAZEMSKY, E. 2014. **Problems of educational reforms at the turn of XX-XXI centuries.** Council of rectors. N^o 5. p. 43. Romania.



**UNIVERSIDAD
DEL ZULIA**

opción

Revista de Ciencias Humanas y Sociales

Año 35, Especial No. 22 (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

Maracaibo - Venezuela

www.luz.edu.ve

www.serbi.luz.edu.ve

produccioncientifica.luz.edu.ve