



**The state and trends of  
development of science  
and education in modern  
Russian society**

## THE STATE AND TRENDS OF DEVELOPMENT OF SCIENCE AND EDUCATION IN MODERN RUSSIAN SOCIETY

### ESTADO Y TENDENCIAS DEL DESARROLLO DE LA CIENCIA Y LA EDUCACIÓN EN LA SOCIEDAD RUSA MODERNA

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#### abstract

The article analyzes the state of education and science through the prism of socio-economic and ethical problems in modern Russian society. The subject of the research is the contents of the sections of St. Petersburg International Economic Forum devoted to education, science and personal development. Some speeches of iconic participants were analyzed. The theoretical basis of the research was the works of domestic and foreign authors of the socio-philosophical and sociological directions. The methodological basis consists of the general philosophical principles of consistency, conformity, completeness, complementarity, determinism and verification. The study used such socio-philosophical methods as a method of historical and logical unity in social cognition, specifically historical, historical-retrospective, and comparative historical. The main findings of the study: the main orientation in modern Russian society is the effectiveness of business development without a focus on public interests; the main task formulated for other social spheres and contradicting the proper: what exactly politics, society, education, science should give to business. Economy and business, being one of the spheres of society, should ensure the development of the country and welfare of the people. The key to the development of the country and welfare of the people is science and education, which, cannot be regarded as a source of income. The existing substitution of goals will lead to irreversible consequences. Measures to remedy the situation can only be taken by power; to which people delegated authority, defining the main purpose of their activities directed towards the growth of people's welfare and the prosperity of the country.

**Keywords:** power, society, economy, education, science, ideology, future, development, state, people, country.

El artículo analiza el estado de la educación y la ciencia a través del prisma de los problemas socioeconómicos y éticos en la sociedad rusa moderna. El tema de la investigación es el contenido de las secciones del Foro Económico Internacional de San Petersburgo dedicadas a la educación, la ciencia y el desarrollo personal. Se analizaron algunos discursos de participantes icónicos. La base teórica de la investigación fueron los trabajos de autores nacionales y extranjeros de las direcciones socio-filosóficas y sociológicas. La base metodológica consiste en los principios filosóficos generales de consistencia, conformidad, integridad, complementariedad, determinismo y verificación. El estudio utilizó tales métodos socio-filosóficos como un método de unidad histórica y lógica en la cognición social, específicamente histórico, histórico-retrospectivo y comparativo histórico. Los principales hallazgos del estudio: la orientación principal en la sociedad rusa moderna es la efectividad del desarrollo empresarial sin un enfoque en los intereses públicos. La tarea principal formulada para otras esferas sociales y contradecir lo apropiado: lo que exactamente la política, la sociedad, la educación y la ciencia deben dar a los negocios. La economía y los negocios, siendo una de las esferas de la sociedad, deben garantizar el desarrollo del país y el bienestar de las personas. La clave para el desarrollo del país y el bienestar de las personas es la ciencia y la educación, que no pueden considerarse como una fuente de ingresos. La sustitución de objetivos existente dará lugar a consecuencias irreversibles. Las medidas para remediar la situación solo pueden ser tomadas por el poder; a las cuales las personas delegaron autoridad, definiendo el propósito principal de sus actividades dirigidas al crecimiento del bienestar de las personas y la prosperidad del país.

**Palabras clave:** poder, sociedad, economía, educación, ciencia, ideología, futuro, desarrollo, estado, personas, país.



## Introduction

At the end of May (May 24-26, 2018), the International Economic Forum (SPIEF-2018) was held in St. Petersburg. The media had many diverse, kaleidoscopic reports covering this significant event. However, in this diversity it is difficult to see a complete picture, especially since most of them surprisingly resembled the bravura reports of the Soviet era. Since the authors do not belong to the business community, but scientists, they have the opportunity, by connecting two perspectives - "from the inside" and the meta-position, to reach the level of generalization.

Economy is one of the spheres of society on a par with others (social, cultural, political). This has long been a priori argument in scientific knowledge. The main task of all spheres is the development of society and the country (Tambiyants et al., 2017). Accordingly, the conceptual basis of the forum should have been the idea: what business should do (which directions to develop and what to invest in) for the good of society. Moreover, this idea should be formulated and supported by the authorities in accordance with the interests of the people. It should be supported by that power, to whom the people delegated the rights and obligations as a result of the elections, the best ones, who are considered to be able to govern the state in order to ensure the well-being of the people and the prosperity of the country (Gryshai et al., 2018). At least, this is exactly how both Plato and Aristotle defined the tasks of the rulers. European thinkers (Hobbes and Locke) added that if the government does not fulfill their duties, then the people have the right to overthrow them. Actually, in ancient law there was a justification of the right to resist oppression. However, the first written fixation of this right dates back to the United States Declaration of Independence, 1776. The same right, as an inalienable human right, along with the right to liberty, security, property, is specified in the French Declaration of the Rights and Freedoms of Man and Citizen in 1789, and in 1793, it got some new Articles "27. Anyone who usurps the sovereignty of the people may immediately be put to death by free citizens.... 35. When the government violates the rights of the people, an uprising is a sacred right and the most urgent duty for the people and for each of its parts" (Constitution of France, 1793).

The UN Universal Declaration of Human Rights, adopted in 1948 in the preamble, states: "the human rights must be protected by the power of law in order to ensure that a person is not forced to resort to a rebellion against tyranny and oppression" (Universal Declaration of Human Rights UN, 1948).

The Constitution of the Russian Federation in Article 2 states "A person, his rights and freedoms are the highest value. The recognition, observance and protection of the rights and freedoms of a person and a citizen is the duty of the state" (Constitution of the Russian Federation. Article 2, 2014). Further Article 3 says "1. The bearer of sovereignty and the only source of power in the Russian Federation is its multinational people. 2. The people exercise their power directly, as well as through government bodies and local governments. 3. The highest direct expression of the power of the people are referendum and free elections. 4. No one can appropriate power in the Russian Federation. The seizure of power or the appropriation of power are prosecuted under the Federal Law (Constitution of the Russian Federation. Article 3, 2014).

Seneca believed that the basis of the prosperity of the state and the well-being of the people is a just ruler (*Nisi sciat quid homo prudens esse regem*). In the speech at the opening of the Tsarskoye Selo Lyceum, AP Kunitsyn said, "Taking care of society is the most important task of a state person". For this speech and the ideas expressed in it, Alexander I granted the Order of Saint Vladimir of the 4th degree to the speaker. And on the pages of the magazine "Son of the Fatherland" and in the course "Natural Right" A. Kunitsyn wrote, continuing to propagandize one of the central ideas - the education of a citizen of the Fatherland: and accurate performance of duties" (Kunitsyn, 1818). That is all if we say about the due.

## Materials and Methods

The theoretical ground of the study, based on the goal is the analysis of the state of science and education in modern Russian society and the prospects for their development, as can be seen from the bibliography, which contains the works of domestic and foreign authors of socio-philosophical and sociological directions.

The methodological basis of the research is the general philosophical principles of consistency, completeness, complementarity, determinism and verification, and such methods of historical and logical unity in social cognition as concrete historical, historical-retrospective, comparative historical and other methods of general scientific methodology.

As mentioned above, the materials of the International Economic Forum (SPIEF-2018), which took place from 24 to 26 May 2018 in St. Petersburg, were selected and analyzed. This choice was due to the significance of the event, which absorbs all the components of the sphere of public life. Therefore, it is an opportunity to see the main trends and vectors of changes.

## Results and Discussion

If we proceed from the due, then, as was shown in the introduction, the conceptual basis of the forum should have been the idea: what business should do (what directions to develop and what to invest in) for society (Berezhnaya et al., 2018). Consider the content of those sections, which, at least indirectly, were devoted to education, science and personality.

So. 24 May 2018, 11.30 - 12.15 G4 Conference Hall "Digital Economy and Education. Changing the paradigm". The panel session was held with the support of the Corporation "Russian Textbook". From the Forum Program "... Transformations of the concepts of labor and education, due to the development of the digital economy, require revising the approaches to the relations of companies with educational institutions "... What will be the impact of companies on the content and formats of educational programs?" (Forum Program, p.19) That is, the emphasis is not on education, as one of the main social institutions of society, on a par with health care and culture, since "a country, the people of which are not healthy, not educated and not cultured, has no future" (Kolesnikova et al., 2017), but on companies and their priorities. In addition, the formulation "career behavior of talents" indicates a desire to inculcate in the minds of the masses a change of dominant in value orientations from humanistic (self-development, cognitive interest, creativity) to consumer ones. The values of "happiness" and "joy" are replaced by "career" and "success". But such a substitution is not equivalent, since these concepts belong to different spheres (spiritual - social) and therefore cannot be regarded as equivalent (aroughi & Zarei, 2013).

25th May 2018 Panel Session "The Future of the Economy: Education as an Investment Sphere" from 12.00 to 13.15 in the Conference Hall D2 (Forum Program, p.52). From the annotation of the session "... Increasing the online educational services market.... How to ensure the transition from the system of social obligations to the investment sphere? What in education should be invested in - in talents or in equality? "... Where will the new education markets grow?" Further, the main statements of the participants on the topic (transcript). Yaroslav Kuzminov, Rector of the National Research University "Higher School of Economics" (Section Moderator) "Business must earn on investments in education" (beginning of the section) and "attracting resources is not only finance. ... It is necessary to invest in something that is in demand ... to cut off everything that stopped making a profit ..." (summed up the section as a moderator). Mikhail

Alashkevich, Vice-President, and Head of the Project Office of Vnesheconombank's agent function at the SPIEF-2018: "Investors have two tasks: 1, growth of results and satisfaction; 2, return on investment. ... It is possible to create a new subject "Ecology of the Mind": the ability to work with information so as to structure our knowledge without clogging ourselves... perhaps this is the main task of education". Elena Shmelyova, "Talent and Success" fund manager, a member of the Presidential Council for Science and Education, cited as an example the experience of Hungary, where children from 5-6 classes are given an opportunity to work in business for 2-3 days a week to determine their professional orientation. But one cannot earn money on education, since education is the basis for the development of personality which is the basis of the social state (Natalya et al., 2018). In addition, a feature of higher education, in contrast to the technical schools and colleges, is the study of fundamental disciplines. They develop and shape the personality, allowing it to become self-sufficient, self-developing, autonomous and socially healthy (Natalya et al., 2018). No wonder that at the Tomsk Polytechnic University in Soviet times, students studied philosophy for two years. As for "vocational orientation" in adolescence, in a number of works it has been convincingly proved that at this age period it is harmful because it limits the potential of the individual (Kungurtseva, 2010), driving him/her into the frame and not allowing to see new horizons of his/her capabilities (Kuznetsov, 2014). (Again, to the question of confusing the concepts: "professional orientation in adolescence" (senior classes) and "profile orientation of the humanities-naturalist-mathematician in older adolescence"). Further, Andrei Fursenko, Assistant to the President of the Russian Federation "Problems: lack of funds, conservatives in higher education who do not want to switch to partnerships (consultations, distance learning". But distance learning counseling is the destruction of education. Moreover, those who promote these ideas (on the remote, advisory approach) themselves insist on the actual personal attendance of their meetings and speeches. Elena Guzykina, director of "Yandex" "too fundamentally!", "The program "Yandex Lyceum", after studying for two years to become a junior programmer". It means, there is no need in fundamental education. Yes, after studying for two years, you can acquire primitive skills, but not the outlook that allows you to create. By the way, Steve Jobs attended classes that he was interested in, including calligraphy courses. Moreover, without this "useless" knowledge, Mac would not have such a variety of printing types; it also refers to personal computers, since Windows was copied



from Mac. Boris Berenfeld, founder, president, and chief executive officer of the International Laboratory for Innovative Educational Technologies (LAET), founder and research director of "Global Lab". "Global" is a research laboratory for schoolchildren that allows them to post their ideas". At first glance, a great idea, but children do not patent their rights to the idea and, therefore, do not subsequently receive interest for its use. "Thus, in modern Russia, the introduction of a far from the best sample of European education takes place, the distinctive feature of which is the very purpose of the entire educational system - educating a competent consumer" (Kolesnikova, 2018).

At 12.30-13.15 in the Conference Hall G2, there was a round table discussion "The role of business in global development: can charity be profitable?" (Forum program, p.55). The key idea of the section "Can charity be profitable?" is doubtful either because of the competence of those who formulated it or deliberate influence on consciousness in order to destroy traditional values by replacing the content in the "shell" of the word. Charity, in its essence, should not be profitable, because it is unselfish. Just consult the etymological or explanatory dictionaries: Ushakov's Dictionary "Providing material assistance to the poor" (Ushakov, 1940); Modern economic dictionary. 1999: "rendering gratuitous assistance (material and financial) to people and organizations in need, providing people with goods and services at the expense of a benefactor" (Raizberg et al., 1999); Philosophical dictionary "Charity is mainly referred to as good deeds performed in favor of other people" (Comte-Sponville, 2015).

That is, the key characteristics of charity are gratuitousness and lack of benefit. It should be stressed, that the understanding of philanthropy in the modern sense is propagandized and introduced "Charity is the provision of assistance (gratuitous or on preferential terms) to those in need". Moreover, this invisible impregnation of "preferential terms" destroys the true meaning of the word "charity" (Kulakova & Novikova, 2012). That is, as soon as the giver receives any benefits from his deed, this deed ceases to be charitable, good and becomes part of a certain transaction. So let us call a spade a spade. Investing in education for profit. Meanwhile, patronage of arts was an important component of the merchants and industrialists of the Russian Empire, who did not doubt the importance of education or art. Actually, the core idea of this session was the variation of the idea of "propaganda among the disgruntled blessings the welfare of today, which will be received by residents and owners of territories that fall into the sphere of business interests, without understanding the consequences" according to the

following scheme: find out what they want, for example, a sports field, and give it to them.

Another session "From the staff to the talents. How to be competitive in the knowledge economy? From the abstract "... According to experts, by 2025 the shortage of qualified intellectual personnel in Russia will be more than 10 million people. "... What skills should future employees possess? How should educational institutions act to adapt their programs to the new demands of the time?" But the fact is that what is needed is not an adaptation, but a reorientation towards fundamental education. Nevertheless, precisely it (fundamental education), in the light of the changes proposed in other sections, is considered unnecessary.

Probably the most complete general view of business representatives regarding education, society and politics, expressed comrade Tinkoff "If everyone were an entrepreneur and everyone would try to do something, the world would probably go astray. In addition, politicians are probably needed as some stabilizing factors "...." To be an entrepreneur, you do not need any education. The key feature of an entrepreneur is to have a natural gift, tenacity, great will power, strength of character, the possibility of permanently being in stress "... I would make heroes from entrepreneurs and explain to people that we, entrepreneurs, pay them a pension from our taxes. This is not the head of government or Pension Fund, but we, entrepreneurs" (Krechetova, 2018). Even in this brief quotation, inconsistencies are seen from the interpretation of the concept of "hero" before mentioning the wrong source of the formation of a pension fund. In addition, the economy is one of the spheres of society, obeying ideology and fulfilling the order of politicians for the benefit of the people, and Tinkoff shows politicians as puppets of entrepreneurs, and puts their necessity in great doubt. In this context, fundamental education, as well as humanitarian knowledge, is not needed / insignificant, but, perhaps, rather harmful, because they make you think about high and see the lies of the proposed consumer society. Technicians and mathematicians infected with the virus of success will unanimously run around in a circle encouraged by the puppeteer, since "the pursuit of socially approved values in violation of human norms exposes the animal in man. In addition, social needs, in most cases, are not really necessary for a person, and their true goal is to lead him away from the path of spiritual development "(Kolesnikova et al., 2007; Kolesnikova, 2018). The worst form of slavery is a slave who does not know that he is a slave. Meanwhile, the Charter of September 22, 1811, granted by Alexander I to the Imperial Lyceum, said: "the name of the moral sciences refers to all

those concepts that relate to the moral position of a person in society and, consequently, studying the structure of civil society and rights and the obligations arising from this "(Alexander, 1811). These words have not lost their relevance in the modern world, since "the inner mental world of a person develops to the level of consciousness only by joining the objectively existing spiritual culture of humanity" (Kolesnikova & Konovalova, 2018). However, the introduction to spiritual culture can occur only in a favorable, purposefully organized environment that combines an organic combination of economic and social mechanisms equally working in a subject - object relations, where the subject is the one who provides knowledge that introduces the culture of humanity, and the object-who aspires to it (Shakbanova et al., 2018).

### Conclusions

First, at the St. Petersburg International Economic Forum (SPIEF-2018), the conceptual direction was the opposite of what was stated in the works of the classics of philosophy, sociology, and political science (indicated in the beginning of the article) and focused on the priority of business over other areas of society.

Secondly, the idea that in the process of upbringing and education the emphasis should be placed not on the development of cognitive interest and creative potential, but on knowledge as a product that can be profitably sold; making a profit, ran through all the sections. That is, from school, focus on the formation of the psychology of the slave and the consumer.

Thirdly, in those several 5-6 sections, plenary sessions and round tables devoted to the problems and prospects of the development of education and science, the idea "what education / science / society should / can do for business" sounded like a keynote. In particular, the idea was propagandized, undermining the very foundations of humanistic education; about orientation to professional skills starting from the school bench and ending with higher education ("specialization" and "professional skills" are different concepts). At the same time, it was overlooked that the task of higher education, in particular, and education in principle, is the development of a self-sufficient, self-developing (rather than creative) personality. However, as soon as there is a concentration on the formation of professional skills, under the sign "higher education" there will actually be a vocational school.

Fourthly, SPIEF-2018 has revealed socio-economic and ethical problems in modern Russian society that the government is not ready to solve, and perhaps is not going to: 1, exacerbating social

stratification of the population; 2, limited access to quality education for people with low incomes, which are in the majority in the country (see case studies); 3, reducing the quality of education by eliminating the specialization of higher education institutions, creating "federal" educational monsters, streamlining the educational system, which comes down to reducing faculty members and increasing the workload for remaining, by imposing them duties of service personnel (methodologists, laboratory assistants), expanding paid education, including in state institutions; 4, reorienting from the humanistic values of a socially oriented society to the pragmatic values of a consumer society.

Fifth, the continuation of this course will lead to a decrease in the educational potential of the nation as a whole and, as a result, to degradation. The future of the country in this case is doubtful.

Russia can and should regain its lost positions, "its particular ideological and strategic identity, that is, when Russian society and the main elite groups of the country know and act in concert within the framework of a general idea of what Russia should be by the middle and by the end of the XXI century - and under the conditions of the inevitable cardinal change of the liberal civilizational paradigm, which did not withstand the test of Time, for its liberal vector is directed towards degradation, into the archaic, into the post-industrial society of gentlemen and servants, i.e. in the "new barbarism" of globalization, when the fierce struggle for the future of entire nations, ethnic groups, cultures will mercilessly, erased by the Rubber of History. In the era of globalization, Russia can survive only as a cohesive society and a sovereign state, on the foundations of patriotism, citizenship and Orthodoxy, that is, the intellectual and moral center of the world - with the highest spirituality, morality, the highest culture and the highest knowledge "(Lyubetsky, 2018).

### Conflict of Interests

The authors confirm that the data do not contain any conflict of interests.

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