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**METHODOLOGY AND STRATEGIES FOR MODERNIZATION OF THE LANGUAGE EDUCATIONAL
POLICY IN THE CONTEXT OF SOCIO-CULTURAL TRADITIONS**

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Abstract

This article is devoted to the study of the methodology and strategies for the modernization of education in the Russian and foreign sociocultural traditions. The modernization of the national education system in the Russian Federation actualizes the need for the analysis of socio-educational transformations in the mid-20th and early 21st centuries. This research has important theoretical and practical significance for determining the strategy for the comprehensive modernization of Russian and some foreign educational systems. The methodological significance of the study lies in the need for analytical reconstruction of the multidimensional modernization and educational reforms. It is important to trace the chronological and analytical correlation of the evolution of Russian and international studies of educational systems at this historical stage in the framework of the sociocultural development.

Keywords

Modernization of education – Modernization strategies – Educational reform – Education system

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Introduction

Profound changes in the world since the middle of the 20th century, dictated by globalization processes, affected education, which, on the one hand, is becoming a means of the struggle of countries and regions for the leadership in socio-economic development, and, on the other hand, is aimed at cultural dialogue.

Since the beginning of the third millennium, education in Europe has been developing in line with the provisions of the so-called Lisbon Strategy (2000), the program for transforming the European Union into a leading competitive and dynamic knowledge-based economy¹. Education is becoming the most important sociocultural factor in the global process of social, financial, economic and political development.

Leading economies of the world are based on the model of a “knowledge society”. The transformation of education into an important factor in competitiveness required school systems to have greater flexibility, variability, openness to change, and the ability to adequately respond to them. A certain fragmentation of European educational systems was recognized as an obstacle to the solution of the task of forming a united Europe.

Achievement of the goal set by the EU countries is mainly associated with integrating into the common education area as a result of deep transformations in education systems.

The EU countries implemented strategies to improve the quality of education and the effectiveness of education systems, formed models for ensuring the accessibility of education in accordance with the principle of continuing and open education, identified directions of integration processes, ways to overcome the civilizational and cultural barriers dividing the EU members, defined educational frameworks and competencies².

The actions taken by foreign countries to form a common educational area are based on the key concept “quality of education”.

High efficiency in the functioning of educational systems is provided by the organization of new educational institutions, the integration of school system, changes in the tasks, functions and status of preschool institutions, restructuring the content of education, changes in the methods of monitoring and evaluating learning outcomes, optimization of management, profound changes in the system of teacher training.

Literature review

General issues and strategies for the modernization of education have been studied by many scientists³.

¹ M. G. Sergeeva; N. G. Bondarenko; T. A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. Ovchinnikov, “Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university”, Amazonia Investiga. Vol. 8 num 18 (2019): 5- 14.

² S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, “Students’ internet addiction: study and prevention”, Eurasia Journal of Mathematics, Science and Technology Education. Vol: 14 num 4(2018): 1483-1495.

³ M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. Lesnikova, “Scientific substantiation of the conception of continuous economic education development”, Turkish online

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The problems of determining models and types of modernization in the global educational area drew the attention of academic researchers and practitioners⁴.

Comparative analysis of modernization processes and educational reforms was carried out in the following directions:

- Anglo-Saxon school tradition (I.A. Tagunova, A. Aguirre, R.W. Blum, V. Chrisman, D. Perkins-Gough, L. Phillips);
- continental European education (B. L. Wulfson, A. N. Dzhurinsky, A. Corbett, R. Frietsch, D. Gillard, A. Johnson, S. McClure, M. Mohr, B. Moon, D. Vitry, J. Wuttke);
- conceptual transformation of the goals and forms of Russian and foreign school education (A.B. Weber, G.K. Selevko, J.S. Brooks, A. Schleicher);
- transformation of the content and teaching methods in the process of modernization (A.M. Kondakov, M.V. Ryzhakov, D. Browder, F. Spooner, S. Wakeman, Herbert M. Norbert Wilson, T. Monahan);
- study of classical foreign comprehensive schools (L. Mudaliar, S. Tan, P. Obanya, D.-U. Deoband, S. Lev-Ari, Pio Laghi);
- analysis of modernization of foreign education (B. Bruns, J. Gilmour, Anne Penketh, N. Vallaud-Belkacem, T.R. Isaksen, S. Dalmia, S. Hillenbrand).

Proposed Methodology

Methods for identifying the prospects for modernization, building public policy and determining the directions of reforms are closely related to the transformation of education systems.

journal of design art and communication (TOJDAC). num 8 (2018): 178–185; M. G. Sergeeva; V. Yu. Flyagina; I. V. Taranenko; E. V. Krasnova y A. V. Vilkovala, “The interaction of labor market and educational services market considering social partnership mechanism and specificity of the regional educational policy”, Ponte. Vol: 73 num 12 (2017); S. Sharonova; N. Trubnikova y N. Sokolova, “Interpreting religious symbols as basic component of social value formation”, European Journal of Science and Theology. Vol: 14 num 3 (2018): 117-129 y Y. Volkova y N. Panchenko, “Discourse variation of the concepts of destructive emotions. Vestnik Rossiiskogo Universiteta Druzhby Narodov”, Russian journal of linguistics. Vol: 22 num 1 (2018): 175-194.

⁴ E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference. Valencia, Spain. 2018. 2556-2559; P. Gorev; N. Telegina; L. Karavanova y S. Feshina, “Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education”, Eurasia: Journal of Mathematics, Science and Technology Education. Vol: 14 num 10 (2018): 178-185; M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, “Innovative pedagogical experience in practice of modern education modernization”, Modern Journal of Language Teaching Methods. Vol: 8 num 11(2018): 814–823 y V. Utemov; R. Khusainova; M. Sergeeva y V. Shestak, “Full Packaged Learning Solutions for Studying Mathematics at School”, Eurasia Journal of Mathematics, Science and Technology Education. Vol: 14 num 12 (2018).

An important trend in the world education is the integration of preschool and primary education. The willingness of foreign countries to achieve high quality education is aimed at the optimal development of children of all age groups. Integration of the first two stages of education and their transformation into a single whole influenced the change in the status of preschool education, which in all developed countries is an important policy object, an integral basis of school systems and is considered as a special national resource that allows solving complex social and economic problems.

The main function of a smooth transition from kindergarten to primary school is performed by the intermediate link between the preschool institution and the school - one-year preparation of children for school. The tasks of this link are the development of children's potential opportunities, elimination of developmental delays, reduction of risks and aggravation of age-related crises, as well as the mastery of basic competencies (social, cognitive, motor) that determine the school and developmental readiness of young children.

The transition to a decentralized style of management in the educational sphere provided greater autonomy to preschool institutions in determining the content of preschool education. The functions of the state are limited to the development of state standards and competencies of children entering school. The interconnection of preschool and primary education is manifested in an integrative approach to educational material in elementary grades, the development and deepening of topics studied in preschool institutions. It is also important to maintain continuity of the assessment system, using organizational forms of work with preschool children.

In the framework of transforming the education systems in foreign countries, the process of including children with disabilities in a mass comprehensive school is developing. Changing attitudes towards children with special educational needs affected the inclusive education. The structure of inclusive education covers pre-school institutions, special school classes and special boarding schools. Barriers that impede the achievement of goals, which are present in the environment of children, the social sphere and ways of human behavior are being eliminated. In the educational environment of a new type, the process of personal development of children with disabilities occurs naturally.

The importance of out-of-school education (additional education of children and youth) is growing. In particular, there is a positive dynamics in relation to museum pedagogy by teachers, parents and children⁵. Its quest-lesson and game forms are mainly in demand. The growth of interest in museum educational activities (both in the West and in Russia) is fully consistent with the currently developing technologies "education through entertainment" (edutainment), "entertaining learning", "the engaging science", etc.

Another priority area of educational reforms in foreign countries is related to the educational standards, updating the content of education and modernizing the system for assessing learning outcomes. In all countries, along with the modernization of the content of traditional academic disciplines and the introduction of new ones, the change in their relative importance, integrated courses are included in the curriculum, the task of which is to overcome the prevalence of intellectual education over moral, aesthetic, technical and physical. The integrated curriculum allows children to pursue learning in a holistic way. The

⁵ K. Yu. Milovanov y E. E. Nikitina, Communicative, information and education environment of modern museum. SHS Web of Conferences. Vol. 29 num 01050 (2016). DOI: 10.1051/shsconf/20162901050

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so-called interdisciplinary modules play the role of a link between traditional academic disciplines and new ones, enrich the content of education by incorporating philosophical, historical, environmental, economic and other knowledge, develop interdisciplinary thinking, and holistic perception of the surrounding world, European values, the ability to function in the united Europe. The focus of foreign experts is the development and implementation of national educational standards, which determine what students should know and be able to do, as well as regulatory requirements for the content of curricula. Along with the term “standard”, the concepts “core of content”, “national program”, “basic content”, “program basis”, etc. are also used.

The standardization of education is closely linked to the issues of assessing and measuring learning outcomes. Currently, the emphasis is shifting from the measurement of knowledge to assessing student’s skills and competencies, such as the ability to think independently, compare, highlight causal relationships, generalize, draw conclusions, explain and check. In European teaching practice, there has been a transition from a summarizing to a formative assessment, which, along with the identification of shortcomings and gaps in the students’ knowledge, includes their potential capabilities, achievements, takes into account the degree of cognitive activity and even personal qualities.

The transfer of skills to the first place in relation to knowledge indicates the transition of European schools from cognitive to operational learning. Operational learning is associated with the introduction of competency approach in the early 90s of the 20th century. Traditional evaluation functions (diagnostic, educational and selecting) are expanded by the inclusion of two additional functions (motivational and informational). New criteria are formed, which in many countries include the cognitive aspect, the level of development of students’ personal qualities, the results of the socializing function of the educational process. In the countries where there was no external assessment, it is introduced along with an internal assessment. Particularly widespread is the portfolio - a set of student’s works collected during the school year, personal achievements. The modernization of the grading system has made changes to the school-leaving exam. As a rule, the exams consist of two parts - internal, which, in a number of countries, include compulsory subjects, as well as external, which, along with compulsory subjects, offers an extensive list of optional or elective subjects. In many countries, the school-leaving exam has two levels of difficulty - basic and advanced, which, as a rule, is necessary for entering the chosen university.

The institutional direction of the development of education in foreign countries is associated with the modernization of management, the formation of an optimal model of administration. There is a tendency to abandon formalism, directivity and multistage management of education, to give the prevalence of team management methods. Many functions are transferred to regional or local authorities, municipalities and educational institutions.

The reform of teacher education abroad is an independent area, which occupies a priority place in the educational policy of the EU countries. The development of teacher education is determined by the requirements of the Bologna process. It is modified in the context of ongoing reforms of higher education in the following areas⁶:

⁶ S. A. Tangyan, Neoliberal globalization. The crisis of capitalism or the Americanization of the planet? (Moscow, Modern Economics and Law, 2004).

- development of uniform requirements for teacher training that meets international educational standards;
- unification of the teacher training system as part of the transition to a two-tier structure of training and compulsory higher education;
- professional training, including the development of specific skills, abilities and integrative competencies, continuing professional development.

Result Analysis

Modernization of education in the UK. In the world practice, a fairly successful example of the modernization of education is the National Curriculum for state-funded schools, which was first introduced by the Education Reform Act of 1988. At the time of its introduction the legislation applied to both England and Wales. However, education later became a devolved matter for the Welsh government, so as for Scotland and Northern Ireland. The current statutory National Curriculum dates from 2014 at which point it was introduced to most year groups across primary and secondary education.

The main aim of the Curriculum is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Possibilities for the development of students are realized in the teaching of a number of subjects:

- religious education;
- personal, social, health and economic (PSHE) education.
- civic education;
- careers education;
- gender education,
- physical education;
- art, design, music.

The National Curriculum currently consists of core and foundation subjects. The core subjects are presently English, mathematics and science, which are compulsory across Key Stages 1 - 4. Foundation subjects are Art and design, Design and technology (D&T), Geography, History, Information and communication technology (ICT), Music, Modern foreign languages (MFL), Physical education (PE) and Citizenship.

In addition, children in all Key Stages must be provided with a curriculum of Religious Education, and for pupils in Key Stages 3 and 4 a curriculum of Sex and Relationships Education. At Key Stage 4, although some subjects are not compulsory for all students, provision must be made to allow all students to access the arts (comprising art and design,

music, dance, drama and media arts), design and technology, the humanities (comprising geography and history) and a modern foreign language.

However, the primary role is given to creating an environment in which safe learning will take place. When creating safe environment the following factors should be considered:

- values developed by the administration, teaching staff and students;
- relationships that should be encouraged between students and school personnel;
- dispute resolution mechanisms;
- the variety of opportunities provided by the school beyond the curriculum;
- relations with other social institutions;
- content of material published in the school.

Schools plan and carry out activities that contribute to the formation of a safe lifestyle for students.

The National Curriculum for England recognizes that the spiritual, moral, mental, physical, social, and cultural development of students focuses the educational systems on the intrinsic value and uniqueness of the student's personality. A stake is made on the development of students' readiness for self-development and self-actualization, responsible and informed choice in the career, political, social and cultural spheres, that is, on the development of active citizenship that can contribute to the building of a just and equitable society. Thus, the integrity of the subject content provides students with understanding of their responsibilities and rights as members of the family, members of the local, national and international community, the ability to communicate and work with others for the common benefit, understanding of cultural traditions and the ability to value and respond to cultural diversity and historical experience. Students gain respect for their own culture and the culture of other nations. They form skills, knowledge, attitudes and relations to the world around and to oneself, which are necessary for understanding and making a personal contribution to the safety and sustainable development of the whole society.

The National Curriculum focuses on the development of skills, which will allow to successfully continue education and solve problems in the personal and professional life. Life safety is ensured by the development of functional and personal skills.

Functional skills include subject areas such as mathematics, information and communication technologies, and learning the native language. The development of thinking and learning skills covers the social and emotional aspects of learning. The most important are the autonomous solution of tasks, creative thinking, ability to reflection, teamwork skills, ability to self-education, ability to take part in various activities.

Socio-Cultural Modernization in the USA. National Security Strategy (May 2010) contains provisions concerning the development of education and human resources. The document underlines that in a global economy of vastly increased mobility and interdependence, prosperity and leadership of the United States depends increasingly on

the ability to provide citizens with the education that they need to succeed, while attracting the premier human capital for the workforce. It is necessary to ensure that the most innovative ideas take root in America, while providing the people with the skills that they need to compete. This provision means that the state should improve the education on all levels.

The Strategy declares main directions in the national educational policy:

- to succeed in a global economy based on knowledge and innovation;
- to provide a complete and competitive education for all Americans;
- to include supporting high standards for early learning, reforming public schools, increasing access to higher education and job training, and promoting high-demand skills and education for emerging industries;
- to restore U.S. leadership in higher education by seeking the goal of leading the world in the proportion of college graduates by 2020.

America's long-term leadership depends on educating and producing future scientists and innovators. National Security Strategy was directed to the increase of investments in Science, Technology, Engineering, and Math Education (STEM) so students could learn to think critically in science, math, engineering, and technology, improve the quality of math and science teaching so American students were no longer outperformed by those in other nations; expand STEM education and career opportunities for underrepresented groups, including women and girls. It was also emphasized that the state should work with partners from the private-sector and nonprofit organizations to universities, to promote education and careers in science and technology.

In the field of International Education and Exchange it was noted that the pervasiveness of the English language and American cultural influence are great advantages to Americans traveling, working, and negotiating in foreign countries. Development of corresponding skills should help succeeding in a dynamic and diverse global economy. The Government should support programs that cultivate interest and scholarship in foreign languages and intercultural affairs, including international exchange programs. This will allow American citizens to build connections with peoples overseas and to develop skills and contacts that will help them thrive in the global economy. The NSS also underlines the necessity to welcome more foreign exchange students, recognizing the benefits that can result from deeper ties with foreign publics and increased understanding of American society.

Educational policy in Russia: a controversial synthesis of three historical periods. Historically, state education policy existed in the Russian Empire, in the Soviet period, and in modern Russia. We are currently witnessing a peculiar synthesis of the heritage elements of these three periods. Studying the ideology of the modernization and reformation policy of the post-Soviet period, we have to admit that it sometimes lacked consistency, adequacy

and effectiveness⁷. Official policy does not form the regulatory basis that would ensure the focus on the breakthrough development of the educational system in the future. At the same time, state education policy should be based on the deep historical and cultural traditions of Russian pedagogical science, including the achievements of the Soviet period recognized throughout the world. It is impossible to forget the fact that it was the Soviet school, in parallel with the most important processes of industrialization, collectivization and urbanization of the country that radically transformed the lives of millions of Soviet citizens. The Soviet state was a country of universal literacy, occupying a leading position not only in general education, but also in many segments of theoretical and applied science.

Although in the Russian education system in the last decade of the 20th century significant changes have occurred, the situation in the country has its own characteristics, which are reflected in the pace and content of the transformation processes. It should be noted that almost until the end of the 1990s, the reform of the Russian education system was not systemic. And only from the end of the 20th century the state is returning to the problems of school.

In the state educational policy of Russia there has been a shift in emphasis towards market goals and the results of educational activities. The prevailing point of view is that educational services are a commodity, and the field of education is a profitable sphere of commercial interests. During the years of accelerated educational reforms, many of the achievements of the Soviet period in the field of education and science were lost. Negative trends in this area have led to a significant decrease in the level of development of the country's potential and human capital.

Education is one of the most important factors in the country's economic growth. In view of this, it is necessary to increase attention on the part of the state to the national education system and to expand state support. It is this approach that will allow the national economy to adapt to tough global trends and all kinds of crises without significant losses.

In Russia, there is still no management system that meets modern requirements at all levels and the corresponding personnel policy. These factors largely determine the lack of initiative in making decisions in the field of education, false behavioral stereotypes and historical clichés. Combination of numerous factors restrains the spread of innovations, high technology, including educational policy.

The challenging situation in educational policy is quite obvious: the administrative-command system was dismantled, and a full-fledged new one was not created. As a result of this, individual events and decisions taken in the field of education are often fragmented, spontaneous, and sometimes chaotic. The overall level of manageability of the education system is being reduced, which is causing absolute damage to Russia's national security.

Conclusion

The results of this study support the idea that it is necessary to create optimal conditions for the development of integrated scientific approach to the implementation of

⁷ M. V. Boguslavsky; T. N. Boguslavskaya; K. Yu. Milovanov; E. E. Nikitina; A. V. Ovchinnikov y S. D. Polovetsky, Ideological Basis of the National Education Development of the 20th Century. The European Proceedings of Social & Behavioural Sciences (EpSBS). 2019. 151-157.

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 modern state policy in the field of modernization and reform of education. National education systems around the world are part of the current socio-economic system and, to a certain extent, a reflection of social reality. The education system should serve civil society and defend its interests. Therefore, the state forms and implements the educational policy aimed at satisfying the interests of a renewed society and solving the general and special tasks of social development. Thus, educational policy reflects, on the one hand, a dominant ideology that defines strategic goals, objectives and values, and, on the other hand, it represents a set of practical measures to put into practice the ambitions of this ideology.

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