

DIRECTIONS OF ACTIVITIES OF THE SCIENTIFIC AND PEDAGOGICAL COMMUNITY IN THE RUSSIAN FEDERATION IN THE CURRENT CONDITIONS

INSTRUÇÕES DAS ATIVIDADES DA COMUNIDADE CIENTÍFICA E PEDAGÓGICA NA FEDERAÇÃO RUSSA NAS CONDIÇÕES ATUAIS

DIRECCIONES DE ACTIVIDADES DE LA COMUNIDAD CIENTÍFICA Y PEDAGÓGICA EN LA FEDERACIÓN DE RUSIA EN LAS CONDICIONES ACTUALES

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ABSTRACT: The object of the study is the role of the scientific and pedagogical community in the efforts to bring the Russian Federation out of the crisis caused by a set of economic, political, and social problems. The article is devoted to the consideration of possible directions of action of the scientific and pedagogical community of the Russian Federation in the context of an economic crisis and the coronavirus pandemic coronavirus. The paper offers a description of the phenomena faced by Russia. The resources that can be actualized to maintain the stability of society are considered. The ways to improve the training of modern specialists are analyzed. The study provides practical recommendations for improving the effectiveness of the scientific and pedagogical community.

KEYWORDS: Scientific and pedagogical community. Coronavirus pandemic. Training of modern professionals.

RESUMO: O objeto de estudo é o papel da comunidade científica e pedagógica nos esforços para tirar a Federação Russa da crise causada por um conjunto de problemas econômicos, políticos e sociais. O artigo é dedicado à consideração de possíveis direções de ação da comunidade científica e pedagógica da Federação Russa no contexto de uma crise econômica e da pandemia de coronavírus. O artigo oferece uma descrição dos fenômenos enfrentados pela Rússia. São considerados os recursos que podem ser atualizados para manter a estabilidade da sociedade. São analisadas as formas de melhorar a formação dos especialistas modernos. O estudo fornece recomendações práticas para melhorar a eficácia da comunidade científica e pedagógica.

PALAVRAS-CHAVE: Comunidade científica e pedagógica. Pandemia do coronavírus. Formação de profissionais modernos.

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RESUMEN: *El objeto de estudio es el papel de la comunidad científica y pedagógica en los esfuerzos por sacar a la Federación Rusa de la crisis provocada por un conjunto de problemas económicos, políticos y sociales. El artículo está dedicado a la consideración de posibles direcciones de acción de la comunidad científica y pedagógica de la Federación Rusa en el contexto de una crisis económica y la pandemia de coronavirus coronavirus. El documento ofrece una descripción de los fenómenos que enfrenta Rusia. Se consideran los recursos que se pueden actualizar para mantener la estabilidad de la sociedad. Se analizan las formas de mejorar la formación de los especialistas modernos. El estudio proporciona recomendaciones prácticas para mejorar la eficacia de la comunidad científica y pedagógica.*

PALABRAS CLAVE: *Comunidad científica y pedagógica. Pandemia de coronavirus. Formación de profesionales modernos.*

Introduction

An important point of application of efforts of the scientific and pedagogical community in the present conditions is its increased participation in activities aimed at bringing Russia country out of the clutches of the acute crisis, in which the country finds itself due to a number of negative factors.

In this light, the scientific and pedagogical community of Russia is facing at least two major directions for the use of its scientific potential.

The first pathway is active research of the challenges and problems of scientific and applied nature that currently face Russia.

The second direction is the study of the problems directly affecting the state of the Russian education system and the development and implementation of modern technologies for training students as future masters of their craft, fully consistent with the demands of the time.

The hypothesis put forward in the paper is that the role of the scientific and pedagogical community in countering crisis phenomena that have swept modern Russia can be more significant.

Methods

The methodological basis of this study consists of generally accepted principles and methods of scientific research, above all, the principles of determinism, the social approach, methodological pluralism, historicism, etc. and the research methods based on them, the most important of which (within this work) are the comparative historical and genetic historical methods, the method of structural and functional analysis, and some others. The methods employed address the main research objectives:

- to explore the main directions of activities of the scientific and pedagogical community in modern conditions;
- to analyze the problems faced both by Russia and the entire world community;
- to assess the consequences of the economic crisis and the coronavirus pandemic for the Russian Federation;
- to determine the main directions of efforts of the scientific and pedagogical community that would contribute to strengthening social stability;
- to investigate the problems directly affecting the state of the education system in Russia;
- to formulate recommendations for improving the effectiveness of the scientific and pedagogical community in modern conditions.

The resolution of the above research objectives allows considering the proposed hypothesis mostly proven.

Results

The tasks faced by the scientific and pedagogical community of Russia can only be considered after clarifying the essence of the phenomena observed in Russia and the global community alike.

There currently are several approaches explaining the causes of the global economic crisis.

A whole range of theories is presented by Russian and foreign economists. They are well known, so, given the very limited scope of this paper, we will not dwell on their analysis and, instead, limit ourselves to the conclusion shared by most researchers. Specifically, scholars agree that this is not just an economic crisis unfolding against the backdrop of the pandemic. It is a crisis of the so-called “new economy” and, therefore, a crisis of the economy, ideology, and socio-political culture of postindustrial society, a crisis of the worldview foundations on which it was built.

Crisis processes in the Russian Federation are developing according to their own specific scenario. Today, there is no doubt that the model of the country’s economic development based on export sales of unprocessed raw materials and energy resources has completely exhausted itself.

Moreover, there is every reason to argue that the crisis and the consequences of the pandemic have hit Russia much harder than other countries.

Indeed:

- the World Bank study “How Rich Russia is” notes that the per capita wealth of the average Russian is only a quarter of that of developed countries. Now, it will take Russia 100 years to catch up with member countries of the Organization for Economic Cooperation and Development in terms of human capital (EDOVINA, 2019);

- the unemployment rate (the ratio of the number of unemployed to the workforce) reached 5.8% in January 2021 (ZANIATOST, 2021) and continues to grow.

- since April 2020, industrial production began to fall and eventually declined by 2.6%, while the output of the extractive industry dropped by 6.9% (MIRONOV; KUZNETSOV, 2021).

Regretfully, the dynamics of social attitudes in society, which continues to live under the growing pressure of social and economic problems generated by the crisis and the coronavirus pandemic, demonstrates negative trends. In the assessments of the prospects of the situation in the country as a whole and in the private life of the respondents, the index of expectations, according to Levada Center, decreased by 9%, to 94 points (OVCHAROV *et al.*, 2021). The decrease of this index below the level of 100 points means the predominance of negative expectations over positive ones.

The situation at hand poses at least three critical challenges for social scientists:

- to provide a scientific and theoretical reflection on the socio-political consequences of the economic crisis and the coronavirus pandemic;

- to participate in the development of a theoretical model for the country’s future socio-economic development;

- to start developing practical recommendations for stabilizing the sociopolitical situation in the Russian Federation and its individual regions.

One of the most critical tasks for the scientific and pedagogical community today should be finding an answer to the question: “What resources, apart from financial and economic ones, can be deployed to maintain the stability of Russian society?”

To some extent, the data of the study conducted on February 13, 2022, by the Public Opinion Foundation can help us answer this question (PROTESTNYE, 2022).

The research shows that, when asked the question “Have the actions of the Russian authorities over the past month caused you personal discontent, indignation, or not?”, 61% of respondents answer “no, they did not”.

When asked, “What mood do you think prevails today among your relatives, friends, colleagues, and acquaintances – calm or anxious?”, 48% of those surveyed answer “calm”.

In our perspective, this indicates that society still has certain social resources, the rational use of which will contribute to the preservation of social stability.

Therefore, an important task of the scientific and pedagogical community should be to find such areas of work that would foster social stability.

The Russian State Social University has accumulated extensive experience in organizing the activities of social counseling centers, which have proven extremely well in some districts of Moscow and the Moscow region.

It is also advisable to develop such projects as “Give a Child a Miracle” and reinforce and diversify contacts with institutions that work with adolescents and children. To this end, fuller use should be made of the opportunities that exist in the organization of student internships.

The system of additional educational services being developed can play a considerable part. This system should cover both those who have already lost their jobs and need additional training and those who have been concerned about this issue in advance.

It is fundamentally important for the Russian scientific and pedagogical community to continue to explore not only the challenges but also the opportunities offered by modern technology.

The development of information technologies such as the Internet, the possibility of involving in direct communication huge masses of people are known to lead society to the brink of revolutionary changes in all spheres of public and state life.

For example, the potential possibility of a practically instant survey of the population (although, for the time being, only that part of it which has access to modern information networks) opens up unprecedented opportunities for the realization of direct participation of the people in the management of all state and social processes, that is, the direct government of the people without intermediate steps or direct democracy.

It is true that the first experience of using the so-called "electronic voting" during the campaign for the State Duma elections was perceived ambiguously by civil society. However, it is already clear that the development of information technologies will shortly call for a reconsideration of the role and place of representative democracy institutions – parliaments, legislative assemblies, and any other elected bodies that claim to represent the interests of the people.

What will be their place and role in an information society?

In what specific forms can the principle of separation of powers be realized in such a society?

What socio-cultural consequences will society face?

These are the questions to which we must seek answers and relay them to the main consumer of our scientific and educational services – the state.

One of the important objects of study should be the processes of increasing social tension caused by disregard for the principles of social justice, unequal distribution of public goods, a significant gap in income, status, access to cultural values and, above all, to education, which has become characteristic of Russian society.

This is by no means a complete list of the problems already knocking at the doors of our society today. In fact, there are many more of them. Therefore, it is extremely important that each of these problems become a subject of scientific study by specialists!

Moreover, it is evident that only continuous search and implementation of new directions of research is the key to the successful development of the scientific and pedagogical community itself.

At present, there is no doubt that the transition from industrial to postindustrial society, i.e. a society in which information technology plays a decisive role, will and is already leading to a sharp decrease in the need for a massive number of workers of various qualification levels, including higher ones, typical of the industrial stage of development.

The progressive reduction in the need for workers during society's transition to the postindustrial stage of development affects the entire social sphere, including the education system.

Therefore, the study of processes objectively related to the employment of the population, their social consequences, as well as the development of recommendations if not to overcome, then at least to mitigate the impact of unfavorable trends on the population of Russia is, in our view, another important scientific problem worthy of our scientists' attention.

The problem of overcoming the methodological crisis that has engulfed a number of social sciences remains the most critical problem, the solution of which directly depends on the effectiveness of research activities of the scientific and pedagogical community.

The formation of the information society has led to serious changes in mass consciousness. Thanks to modern means of mass communication, people, and especially young people, internalize the same standards of behavior and lifestyle, worship the same idols of "glamour", pop, sports, etc. That is, the mass consciousness is undergoing an obvious unification.

Furthermore, some specialists note in this regard that changes in the nature of relations between people, which brought about by the rising inequality and competition, and the

propagation of an individualistic model of behavior lead to such a level of individualization and atomization of society under which the ideals of social solidarity, brotherhood, collectivism, the ability to live for others and work for the good of society become merely a ballast that gets in the way of survival.

Meanwhile, Russia's informational and technological lagging behind economically developed countries creates unprecedentedly favorable conditions for the global expansion of American mass culture and the undermining of traditional cultures of the peoples of our country.

Under these conditions, it is vitally important for the representatives of the scientific and pedagogical community to start developing up-to-date information technologies capable of assisting state and public organizations in educating the citizens of Russia on the system of traditional values historically inherent in our people and society. This task can be solved only by scientists who have a high level of methodological culture and are thereby able to design adequate and effective social technologies.

The study of current processes, the development of specific recommendations to state bodies, political parties, and public organizations for overcoming the negative consequences of the influence of Western culture, and perhaps the development of a system of value orientations that would allow most of humanity to successfully and decently exist in the new conditions – this is another point of application of the potential of our scientists.

Speaking of the second major direction of research, namely, the study of the problems directly affecting the state of the education system in Russia, the development and implementation of modern technologies to train Russian students to become masters in their craft, fully meeting with the requirements of our time, it should be noted that this social order can only be met by a system of training specialists of different qualifications that fulfills the requirements of the time.

Theoretical development of its main characteristics, practical work on the focus on training modern specialists – this is the range of issues that can be solved by the scientific and pedagogical community.

The modern era imposes a number of rigid requirements on a person who is about to become an “effective professional”. Full-fledged citizens of modern society must constantly replenish and update their knowledge. Moreover, they need to be able to change the direction of their professional activity quickly, up to and including a change of profession.

Of course, to maintain the necessary level of professional mobility, a specialist must have such a basic education that, by integrating the most important general civilizational

achievements, can provide a level of a general and professional culture that guarantees not only high competitiveness in the current labor market but also the ability to work effectively to improve one's professional skills to be in demand tomorrow.

As we have already noted, there is a growing number of specialists who believe, quite reasonably, that the Russian domestic system of education, from elementary school through high school, has failed to notice the fundamental change in the paradigm of solving social problems that occurred with the transition to the postindustrial society.

Indeed, modern information society requires not narrow specialists-technocrats, but broadly educated, highly cultured masters of their craft capable of seeing a complex problem in all its dimensions: political, social, cultural, and technological. Therefore, the most important task of education is shaping a person's spiritual culture, developing a correct understanding of their place and role in society.

The scientific and pedagogical community plays a considerable role in addressing this vital issue. The high scientific potential of the community can be directed at creating technologies that would allow society and higher education to not only train specialists that fully meet the requirements of today but also to be able to counteract the recurrence of outdated approaches.

The crisis that bloomed in the coronavirus pandemic has amazingly clearly revealed that only investments in people, their education, and spiritual advancement can be truly effective and not subject to devaluation. However, the effectiveness of efforts to increase the intellectual potential of the nation directly depends on the extent to which the realities of today are taken into account.

Conclusion

Thus, as demonstrated above, the contribution of the scientific and pedagogical community in solving the problems facing the Russian Federation can be significantly increased.

Unfortunately, the discussion of scientific problems that the scientific and pedagogical community could begin to solve has been going on for years, and it is still too early to talk about concrete results. At the same time, the global crisis, which has broken out in the pandemic, no longer leaves us the opportunity to be so wasteful of fairly fruitful ideas. If we do not use them, others will do it for us.

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