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**DEVELOPMENT OF EDUCATION DISTRICTS IN THE STATE SYSTEM OF RUSSIA:
HISTORY AND MODERNITY**

Ph. D. Anatoliy Yu. Belogurov

Moscow State Institute of International Relations (University), Russian Federation
ORCID 0000-0003-0887-1655
belogurov@mail.ru

Ph. D. Elena V. Voevoda

Moscow State Institute of International Relations (University), Russian Federation
ORCID 0000-0002-5141-8074
elenavoevoda@yandex.ru

Ph. D. Ekaterina A. Romanova

Moscow State Institute of International Relations (University), Russian Federation
ORCID 0000-0003-1006-0499
kat560@list.ru

Ph. D. Natalia I. Khohlova

Moscow State Institute of International Relations (University), Russian Federation
ORCID 0000-0002-0373-0872
aspirant@inno.mgimo.ru

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Abstract

Education, being an important resource of social, political and economic development of the country, helps preserve and reproduce ethnic, social and cultural values at a new level, thus fostering the building of civic society. The relevance of creating education districts lies in the necessity to build a unified countrywide education space. The methodological foundation of the paper rests on a complex of research methods and approaches – systemic, axiological and cultural, as well as the following methods: historical retrospective and comparative analysis of education systems, which makes it possible to build logical schemes; on praxymetric method, and on modeling the processes of social and pedagogical character. The authors present a historical overview of the emergence and development of 'education district' as a social phenomenon and consider its role in building a unified education space in the country.

Keywords

Education policy – Education district – Social and cultural modernization – Methodology

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Introduction

The twenty-five-year period of the national history (from the early 1990s to the present day) was the time of reforms and socio-cultural modernization of Russian education. Within two decades, a new strategy for the development of education practices was built up. A system of methodological guidelines was justified, which, on the one hand, allows designing education as a socio-cultural activity (which leads to the creation of civil society and to human development in the context of globalization processes), and, on the other hand, acts as a backbone resource of political and socio-economic development of the state. Thus, the basic function of education as a resource for preserving and reproducing national cultural values and for achieving certain level of civilization development is obvious; this is the most effective solution of political and socio-cultural tasks.

The idea of creating and developing education districts in order to build an effective hierarchy of regional systems control with the purpose of further developing a unified but internally differentiated education space in Russia is highly relevant in this context.

Materials and Methods

The methodological basis of the paper is a set of methods and approaches. The study of the formation and development of education districts in the historical aspect determined the use of the historical-retrospective and systemic approaches, and a comparative-historical method analyzing education systems. Within the framework of the cultural approach, the modeling of social and pedagogical processes was carried out. The choice of the axiological approach lay in the need to rely on the value component as one of the most important functions of education. The use of archive materials allowed research analysis within the framework of the praxymetric method, which increases the validity of the results.

History of educational districts in Russia: the practice of developing a unified educational space. The education districts, established in 1803 and representing administrative-territorial units, provided for building a social-pedagogical basis for implementing the purposeful education policy of the Russian Empire. Initially, six districts were established, according to the number of universities: Moscow, Vilnius, Dorpat, Kazan, St. Petersburg, and Kharkov. In their structure, they covered several provinces and united educational establishments of various profiles around the universities, implementing the conditions necessary for their integration into the unified education space of the country. Carrying out an important state mission, these districts linked educational institutions, eased the transition of students between levels of education and provided for further employment of graduates.

The issues of organizing education were closely related to the issues of state governance, as well as domestic and foreign policies of the state. Thus, in 1829, Mikhail Musin-Pushkin, the trustee of Kazan education district, discussed opening the School of Oriental Languages and employment of “young people who have completed a full course of studies at Kazan Oriental School and University” with Head of the Asian Department of the Ministry of Foreign Affairs, Russian diplomat and member of the State Council Konstantin Rodofinikin¹. The archival documents demonstrate that the request of the Metropolitan of

¹ “On establishing a School of Oriental Languages in Kazan”. Archive of Foreign Policy of the Russian Empire. Fund 153, Oriental Institute. Inv. list 668. File № 113. 1829. Sheet 1

the Roman Catholic church in Russia to grant “permission for the Roman Catholic students to fast during the first week of Lent” and be excused from classes was coordinated with the Ministry of Public Education and the trustee of the St. Petersburg education district and the Ministry of Foreign Affairs².

By the middle of the 19th century, the number of education districts became twelve, one being the Caucasian education district, established in 1848 and uniting the Trans-Caucasian part with the North Caucasian³. The Caucasian education district is remarkable, first of all, as it covered a significant multicultural region of the Russian Empire and helped lay the bases of the national education for dozens of peoples and nationalities living on its territory. At the same time, these circumstances complicated the development of the education district. In 1860, on the initiative of the Governor of the Caucasus, Prince Alexander Baryatinsky, the Caucasian education district was abolished. This decision was made due to the following circumstances: the vastness of the territory, multinational population and the diversity of cultures created the conditions for the positive effect that decentralization of management would have on the development of certain regions of the Caucasus. This arrangement necessitated the creation of separate directorates: Kuban, Stavropol, Terek, etc. As the three-year experience of their work showed, there was disunity and inconsistency between the directorates and governors of the regions. In particular, frequent changes the regional directorates introduced to the management of the educational process created obstacles even to transferring students from one school (gymnasium) to another. Such circumstances forced the government to renounce decentralization and introduce in 1864 the post of Chief Inspector of educational institutions in the Caucasus and the Trans-Caucasian region, appointing Januarius Neverov, who became the trustee of the Caucasus education district after its restoration in 1868⁴.

Unlike the European part of the country, the remote regions of the empire, instead of a trustee, had a special structural department with the administration of the governor-general – the General Directorate of Civilian Educational Institutions. Thus, in 1913, in addition to 13 districts, there were 3 large divisions (in fact, three other districts) managed by the governor-general: in Irkutsk, Priamursk and Turkestan. Creation of education districts contributed to the 19th century development of the institute of trusteeship as a kind of education and administrative civil service within the framework of both civil and military-administrative institutions⁵.

Yet again, history proved that the ‘parameters’ of the education system are determined by the nature of state power and social relations typical of a certain era. Education districts performed the most important function, strengthening the socio-cultural, political, and economic ties between the territories and “acted as a contraposition to the centrifugal forces”⁶. Education districts existed in Russia until 1917 and were abolished due to the well-known political events of Russian history. Nevertheless, they made a significant

² Archive of Foreign Policy of the Russian Empire (Varia). Fund 153, Oriental Institute. Inv. list 668. File № 180. 1901-1909. Sheet 171-173.

³ Central State Historical Archive of the USSR, Fund 733 (Department of Public Education 1829-1861). Inv. list 82. File 329. Sheet 1-2.

⁴ E. E Hataev and F. A. Kokoeva, *Enlighteners and educators of North Caucasus of the 19th century: Monograph*. S. G. Vanieva (Ed). (Vladikavkaz: SOGU, 2000).

⁵ S.D. Galiullina, “Trusteeship as a form of civil service in the Russian Empire”, *Tambov University Bulletin*, num 9 (113) (2012): 327-332.

⁶ V. M. Zhurakovskij and L. P. Kurakov, *Consolidation of the Russian statehood: the role of education* (Moscow: Gelios ARV, 2000).

contribution to the development of both general and higher education in Russia, acting as a mechanism for preserving the country's education space and consolidating the hierarchy of control in the sphere of education.

The education district in the federal structure of contemporary Russia: the experience of two decades of modern history. In the early 1990s, regionalization was the basis for new statehood and transformation of various spheres of society: political, socio-economic, legal, and educational. The provision on freedom and pluralism in education was first enshrined in the Law on Education of the Russian Federation (1992)⁷ which gave the subjects of the state the right and freedom to build a regional vector of education policy. The regions of Russia became solely responsible for developing and implementing regional education programs, taking into account national and regional socio-economic, environmental, cultural, demographic and other characteristics.

With the development of federalism and local self-government, the transformation of regions into subjects and factors of social life, the localization of the regional space on the ethno-cultural values of the peoples of Russia and the growth of ethno-cultural needs, there emerged a new social and education space that became the basis for building ethno-regional education systems under the conditions of a "mosaic of mutually influencing cultures which is hundreds of thousands of years old"⁸. 'Ethno-regional' is comprehended here as an education system functioning within the subject of the federation in accordance with the ethno-cultural characteristics of the people living on its territory⁹.

The need to create federal districts in the Russian Federation is mainly due to the implementation of the legal idea of consolidating the 'vertical' hierarchy of control – the federal district is to be the link between the federal center and regional power structures, as well as due to the need to 'horizontally' integrate the activities of the regions, closely related to territorial and socio-economic indicators.

The presence in federal districts of their own concepts of strategic development is the basis for maintaining the integrity of developing the federal space of Russia as a whole; it also helps form coordinated methodological approaches to creating unified functional systems of various levels¹⁰.

Modern tasks of consolidating society and preserving a unified socio-cultural space of Russia are associated with education. Another important aspect connected with education is building a system of values which is open, varied, spiritually and culturally enriched, dialogical and forming a genuine sense of citizenship and patriotism.

The regionalization of public life in the post-Soviet period identified a number of socio-cultural problems, namely, the need to preserve a unified education space of Russia.

⁷ Federal Law 'On Education' as of July 10, 1992, N 3266-1. Moscow. Retrieved 09.02.2017 from: <https://rg.ru/1992/07/31/obrazovanie-dok.html>

⁸ W. G. Stephan and C. W. Stephan, "Designing intercultural education and training programs: An evidence-based approach", *International Journal of Intercultural Relations*, num 37 (2013): 277-286. Retrieved from: <http://dx.doi.org/10.1016/j.ijintrel.2012.05.001>

⁹ A. Ju. Belogurov, *Establishment and development of ethno-regional educational system in Russia at the turn of the 21st century*. (Moscow, 2003).

¹⁰ V. L. Shirjaev, *Theoretical and methodological approaches to modeling the system of post-graduate education of teachers in a federal district* (St. Petersburg: State Budget Institution of Additional Professional Education Publishers, 2002)

The main strategic goal of education policy is seen in consolidating the integrative foundations of modern education¹¹.

Changes in the socio-political and economic conditions in Russia exert a significant influence both on the development of statehood in the regions and on the system of federal administration as a whole. In this regard, an important step in implementing the reform of state power was establishing the institution of plenipotentiary representatives of the President of the Russian Federation in federal districts¹². It should be noted that the principle of delineating authority and objects of competences between federal and regional authorities is one of the fundamental constitutional principles of federal states. It is especially significant for the Russian Federation which implements effective mechanisms for preserving state and territorial integrity.

Creating federal districts was a monumental step in the formation and development of the territorial system which is able to have a significant impact on developing ethno-regional educational systems in Russia. At the present stage, it is important to develop possible options for this impact, to formulate goals, principles and perspectives and to project historical and pedagogical analogies on the education system development.

The first modern education district created in 1993 unified all the republican educational institutions around Mordovia State University; later, the experience was extended to other regions of the Russian Federation. It is advisable that education districts be based on the administrative-territorial space of the federal districts. The authors of the present research believe that creating education district systems based on the principles of integrating ethno-regional education systems should contribute to building a new 'vertical' hierarchy of control and forming a new vector of education policy. Vassily Zhurakovskiy and Leo Kurakov point out that each federal district could turn to one of the universities located on its territory for solving the district problems in cultural development¹³. These educational establishments, along with the Ministries of Education and Science of the Russian Federation, could develop an education policy for a particular federal district in the context of consolidating the all-Russian education space.

The issues of consolidating the country's education space (through centralization or decentralization, depending on the national specifics) and of the education management are discussed not only in Russia, as evidenced by research in Turkey, Taiwan, Great Britain, Malta, Nepal, the USA, France, Norway and other countries¹⁴. The problem acquired

¹¹ National School of the Russian Federation: republican laws on education. Institute of National Problems of Education. Chuvash Republican Institute of Education. V.D. Danilov et al, (Eds). Education Laws of the republics of Bashkortostan, Mari El, Khakassia, Chuvashia, Tatarstan, Karelia, Kabardino-Balkaria (Moscow, Cheboksary, 1994).

¹² Decree of the President of the Russian Federation of May 13, 2000 No. 849 "On the Plenipotentiary Representative of the President of the Russian Federation in the Federal District" (amended and supplemented). Retrieved 10.02.2017 from: <http://base.garant.ru/12119586/>

¹³ V. M Zhurakovskij and L. P. Kurakov, Consolidation of the Russian statehood: the role of education. (Moscow: Gelios ARV, 2000).

¹⁴ G. E. Zborovsky and P. A. Ambarova, "Conceptual Foundations of Transition to the Nonlinear Models of Higher Education in the Region", *Regional Economy*, num 12 (4) (2016): 1157-1166; H. Akar & D. Şen, "Impact of internal population movements on the schooling process in Turkey: Supervisors' views". *Education Policy Analysis Archives*. Vol: 25 num 13 (2017). Retrieved from: <http://dx.doi.org/10.14507/epaa.25.2693>; T. Huang and Y.-Sh. Ou, "Reflexivity, position, and the ambivalent public space: the politics of educational policy in Taiwan's local governments", *Asia Pacific*

particular relevance with the emergence of consolidated education zones (the Bologna system, the education space of the CIS, SCO, BRICS, and the Barents Region). Unified requirements within each zone should not conflict with the traditional ethno-cultural specifics of each country¹⁵: “national values, defining the vector of social development, simultaneously determine the ideology of selecting the educational content”¹⁶. Along with that, global and internal migration processes raise the issue of forming an education system that takes into account the ethno-cultural specifics not only of education but also of business environment in which graduates of secondary and higher educational institutions will seek employment¹⁷.

Ethno-cultural and socio-economic diversity within the Russian Federation creates additional demands for building a new model of education centers capable of uniting the efforts of scientific and educational organizations around the leading institution. There is no doubt that the modern extensive network of educational institutions in each region will not make it possible to reproduce the model of the university education district that existed in the 19th century. However, the authors of the present paper believe that it is the federal university in a constituent entity of the Russian Federation that is called to solve the crucial tasks of modern education policy and act as a system forming element of the whole education system. Besides, the development of federal universities is to be an important aspect in modernizing pedagogical education.

A characteristic feature of federal universities development in modern Russia is that each region creates its own organizational and pedagogical model with respect to the socio-economic, regional and demographic specifics, to labor market demands, material and technical base, etc. At the same time, it is possible to single out several significant directions in creating university districts and education complexes:

Journal of Education, num 37 (1) 2017: 14-27. Retrieved from: <http://dx.doi.org/10.1080/02188791.2016.1142422>; M. Cutajar; Ch. Bezzina and Ch. James, “Educational reforms in Malta: A missed opportunity to establish distributed governance”, *Management in Education*, Vol: 27 num 3 (2013): 118-124; P. Khanal, “Community participation in schooling in Nepal: a disjunction between policy intention and policy implementation?”, *Asia Pacific Journal of Education*, num 33 (3) (2013): 235-248. Retrieved from: <http://dx.doi.org/10.1080/02188791.2012.756390>; S. Pogrow, The failure of the U.S. education research establishment to identify effective practices: Beware Effective practices policies. *Education Policy Analysis Archives*, Vol: 25 num 5 (2017). Retrieved from: <http://dx.doi.org/10.14507/epaa.25.2517>; P. Devleeshouwer, “Managing schools in Brussels: Selection and local independencies”, *ECPS Journal*, num 11 (2015): 119-133 y I. Bleiklie; N. Frølich; R. Sweetman, and M. Henkel, “Academic institutions, ambiguity and learning outcomes as management tools”, *European Journal of Education*, num 52 (2017): 68-79.

¹⁵ Y. Guo and Sh. Guo, “Internationalization of Canadian higher education: discrepancies between policies and international student experiences”, *Studies in Higher Education*, num 42 (5) (2017): 851-868. Retrieved from: <http://dx.doi.org/10.1080/03075079.2017.1293874>

¹⁶ A. M. Kondakov, “It is important to preserve national spiritual values”, *Educational policy*, num 1-2 (2010): 12-17.

¹⁷ J. L. E. Bücken and H. Korzilius, Developing cultural intelligence: assessing the effect of the Ecotonos cultural simulation game for international business students, num 26(15), (2015): 1995-2014. Retrieved from: <http://dx.doi.org/10.1080/09585192.2015.1041759> y T. Yoshida; K. Yashiro, and Y. Suzuki, “Intercultural communication skills: What Japanese businesses today need”, *International Journal of Intercultural Relations*, num 37 (2013): 72-85. Retrieved from: <http://dx.doi.org/10.1016/j.ijintrel.2012.04.013>

1. Creating mini-complexes with various educational institutions and organizations, with the pedagogical conditions necessary for implementing the idea of continuous education. The 'education route' should cover all levels of education, from preparatory groups of pre-school educational institutions to the system of post-graduate professional education.

2. Creating branches, consulting, research and teaching centres at the university, both on a regional scale and beyond its borders.

3. Expanding the range of training opportunities provided by the university; opening faculties in accordance with the region's demand for training personnel with necessary qualifications¹⁸.

4. Developing the material and technical base necessary to organize scientific research in various social and economic areas of the region. Research institutes acting as structural divisions of the university are to carry out cutting-edge research to meet the demands in the development of the industrial sphere in the region. In this regard, the university should act as an educational-scientific-innovative complex (ESIC) where the leading role belongs to scientific research and practical implementation of its results. This stems from the need to shift to innovative economy and create a 'national innovation system'.

With the advance in scientific research, the university is acquiring new qualitative and quantitative indicators that confirm its status and high scientific and pedagogical potential. It is essential to focus on the priority research topics that correspond to the most important areas of state policy in the field of developing science and technology.

Academic integration within the education district will ensure a high level of continuity between different educational levels and solve the problems of developing education standards in the sphere of national and regional components of the educational content.

Results

Development of ethno-regional education systems: the vector of the Russian education development and the national specifics. Education, being a system-forming factor within the integral Russian society, is to be an effective instrument of state policy. Here, it is necessary to ensure the following targets:

- to form a unified education space that provides a highly efficient system of services and conditions which meet the educational demands of all strata and groups of the population;

- to establish scientifically grounded practice of socialization and education of the younger generation with respect to human and national values¹⁹;

¹⁸ V. L. Shirjaev, *Theoretical and methodological approaches to modeling the system of post-graduate education of teachers in a federal district* (St. Petersburg: State Budget Institution of Additional Professional Education Publishers, 2002); A. V. Torkunov, *On the way to the future*. A.V. Malgin and A.L. Chechevishnikov (Eds). (Moscow: Aspekt Press, 2010); A. V. Torkunov, *On the way to the future – 2*. A.V. Malgin (Ed). (Moscow: Aspekt Press, 2015) y P. I. Kasatkin and M.V. Harkevich, "Reforming post-graduate education in Russia: MGIMO experience", *Bulletin of MGIMO-University*, num 2 (29) (2013): 274-276.

¹⁹ V.S. Lednev, "General education standards: from idea to realization". *Herald of Russia's Academy of Education*, num 1 (1999): 59-68 y W. Rokiska, (Ed). *Education Documentation, Research and Decision-Making: National Case Studies* (Paris: UNESCO-IBE, 1999).

- to focus on transforming education into a developing and self-evolving system providing for both individual and local social systems development provided there is corporate interaction between all social institutions.

Education system development is intended, on the one hand, to preserve the national identity, and on the other hand, to create conditions for free entry into the global information and cultural and education space, with respect to globalization and internationalization of world processes.

Cultural internationalization affected the transformation of socio-cultural inheritance mechanisms which developed for centuries, and the rethinking of national values in the context of universal imperatives. Education faced the need to fulfill a universal cultural mission as a guarantor of preserving and developing the achievements and norms of civilization which form a real individual²⁰. It is noteworthy that the education system of each region of modern Russia, on the one hand, is an integral and independent social and pedagogical structure with its peculiar ethno-regional identity, socio-cultural differences and functional links between its components; and on the other, it is integrated into the Russian education space²¹.

The modern education paradigm appears in providing the necessary level of training and education as well as in forming a common culture and satisfying the cognitive interests of an individual by initiation into ethnic, Russian and world values of culture and civilization. Such approach determines the invariant of education policy and indicates ways of its implementation at the regional level.

Ideas on the changes at the present stage of education modernization are formed at the level of the ethno-regional educational system. At the same time, all the changes taking place should be aimed at preserving and developing the country's unified education space. This approach also implies a deep analysis and presentation to the students of the key challenges facing this country. These are the prospects of the 'Russian world' as an integral and dynamically developing civilizational space in post-modern conditions²².

An important resource of integrating regional education systems is the creation of education districts. It is advisable that education districts be based on the administrative-territorial space of the existing federal districts. Creating district education systems based on integrating regional education systems will help build an effective 'vertical' hierarchy of education control. Within an education district, it would be possible to develop a unified strategy aimed to preserve and develop the ethnic identity and ethno-cultural mentality of young people; besides, organizational, economic, political, socio-cultural resources should

²⁰ W. Rokiska, (Ed). Education Documentation, Research and Decision-Making: National Case Studies (Paris: UNESCO-IBE, 1999); Education for the Twenty-first Century. Issues and Prospects. Contributions to the Work of the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors (Paris: UNESCO Publishing, 1998) y World Economic Outlook. October 2012 (Washington, DC: IMF., 2012)

²¹ E. Buchtel, "Cultural sensitivity or cultural stereotyping? Positive and negative effects of a cultural psychology class", International Journal of Intercultural Relations, num 39 2014: 40-52. Retrieved from: <http://dx.doi.org/10.1016/j.ijintrel.2013.09.003>

²² I. Loshkariov, "Ukraine as symptom", International Trends, Vol: 14 num 1(44) (2016): 181-184 y I. D. Loshkariov and A. A. Sushentsov, "Radicalization of Russians in Ukraine: from 'accidental' diaspora to rebel movement", Journal of Southeast European and Black Sea Studies, num 16 (1) (2016): 71-90.

be directed towards developing a unified education space, improving the quality of education, solving the problems of formation of multicultural and multi-religious awareness of children and young people and promoting tolerance as the basis for interpersonal and intercultural interaction.

Implementing the federal state education standards of the new generation on the district scale will make it possible to develop invariant and variable approaches towards employing a number of region- and nation-specific 'education clusters', as well as to offer educational courses in the history and culture of the indigenous peoples, in Russia's role in the development of its regions and its ethnical cultures, in modern problems of regional development at the age of globalization, etc. Solving a complex of socio-pedagogical tasks within a district would in many ways stimulate the preservation and development of the country's unified education space, which is essential for the development of democracy and the process of building civil society.

The federal university is to become the system-forming basis for the development of the education district, which, along with the regional body that administers education, would solve issues of implementing regional programs for education development, of innovative projects, and providing educational institutions with educational and guidance materials, personnel and resources²³.

At the current stage of social development, much more is expected of education as a leading social activity than centuries ago. The strategy and methodology of building modern regional education implies four main aspects which are supposed to be systematically implemented in education management: *motivational, target, operational-technological* and *resource*.

The motivational aspect expresses the region's commitment to act as a subject of education policy, to take constructive decisions in the sphere of education development as a resource for science and production development, to implement innovative projects for education development in the context of solving a complex of social and economic problems.

The target aspect calls for adjusting and improving regional education development programs which is to reflect the following logic: from new education policy (NEdP) towards new economic policy (NEcP)²⁴. Moreover, the new education policy is already reflected in the federal state education standards of the new generation.

The operational-technological aspect implies the need to form social and professional competences in solving assigned tasks among education managers, heads of educational institutions at various levels, teachers and counselors.

At the resource level, there is supposed to be proper staffing supported by professional development and sophisticated IT systems in education.

The interaction of these components allows building the methodology of regional education development which is focused on pedagogical innovations and is integrated into

²³ University idea: contemporary challengers (Round Table discussion). Higher Education in Russia, num 10 (2012): 58-59.

²⁴ A. G. Asmolov, "Motivation of teacher's work: social project of social state", Educational policy, num 1 Vol: 51 (2011): 2-3.

the system of global and local socio-economic relations, thus preserving and promoting civil and ethnic identification of the younger generation in Russia.

Regarding the socio-cultural situation in which education is currently developing, the authors of the present paper believe that a successful renewal of pedagogical reality is possible, if practical transformations are supported with a sound theoretical and pedagogical foundation. In this case, the plan will not only be realized but will lead to genuine (not ostentatious) improvement of the functioning mechanism of education system in the prevailing socio-cultural conditions.

Discussion

Creating educational districts is the basis for building a multicultural education space of the Russian Federation. It is a resource for building a new 'vertical' hierarchy of control at the federal and regional levels, for creating a new vector of education policy aimed at preserving and developing a unified but internally differentiated education space of the country. The federal legislation enshrines the right of the regions to act as subjects of education policy and mobilize resources for socio-cultural development based on ethno-regional characteristics²⁵; the legislation also prepares the necessary basis for initiating educational reform from the grassroots level. The education district could solve the issues of establishing effective mechanisms of education management at the regional level. The implementation of the priority national project 'Education' revealed significant problems, first of all, at the stage of managerial decisions, analyzing risks and priorities for the development of regional education in accordance with socio-economic demands. At the same time, it is clear that the strengthening and coherence of the mechanisms in managing the regional education system makes it possible to achieve significant qualitative and quantitative changes in education and, consequently, in all areas of the region's social and economic development. It is also quite clear that achieving the expected results only through strengthening the material and technical base of education and through the full financing of its needs is impossible. It is essential to develop regional structures for adequate planning and managing information exchange within the framework of structural components of the properly functioning education system as well as their activities coordinated in accordance with the education policy priorities.

In this regard, one agrees with Vassily Moiseev, Lyudmila Naydenova and Evgeniy Vostroknutov who state that "the presence of a strong education center creates a developed cultural environment in the region <...> and conditions for generating new knowledge and emerging innovations", therefore, it is beneficial to develop a new regional education cluster with a university as its core²⁶. This guidepost determines effective strategies and prospects for education development in Russia and its regions.

Conclusion

The relevance of the research lies in the need to comprehend the idea of creating education districts in political, legal, historical retrospective, philosophical and pedagogical

²⁵ H.R. Kaufman; M. Englezou, and A. Garcia-Gallego, "Tailoring cross-cultural competence training, Thunderbird International Business Review, num 56 (1) 2013: 27-42.

²⁶ V. B Moiseyev; L. I. Naydenova and E. V. Vostroknutov, "Scientific and educational environment as an essential factor for innovative development of a region", Integration of Education, num 8 - 15 (2015): 8-15.

aspects with a view to substantiating the methodological foundations of the socio-cultural modernization of education in Russia. At the present stage of the Russian society development, there is a demand for effective resources to build a new hierarchy of control at the federal and regional levels, to form a vector of education policy aimed at preserving and developing a unified but internally differentiated educational education space of the country in conditions of interdependence of globalization and regionalization of sociocultural processes in the modern world.

Under the current socio-political conditions in the Russian Federation, it is necessary to assert new managerial decisions and methodological approaches aimed at achieving the desired socio-economic effect in a particular region of the country. This is essentially important for professional education system, the development of which is determined by the demands of the regional labor market, the economic situation in general and by the social demands²⁷. In this regard, it is necessary to build priorities for education policy in accordance with the socio-economic and socio-cultural specifics of the regional development. However, the analysis of educational practices in a number of regions of modern Russia shows lack of strategic initiatives in the development of the regional education system, which explained by poor motivation in maintaining education as a resource of innovative development of the social and economic sphere of the region. At the same time, it is the practical interaction of state and public powers with the involvement of stakeholders and organizations that is essential at the regional level for building an effective system of interaction between education, science and production that would serve as the basis for innovative development of the social and economic sphere.

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²⁷ T. P. Monako and A.Ju. Belogurov, “The role of academic disciplines of general knowledge in the professional development of contemporary specialists”, Herald of South-Urals State University. Series: Education, healthcare, physical culture, num 15 (55) (2005): 160-169.

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List of abbreviations:

CIS – The Commonwealth of Independent States, political and economic intergovernmental organization of nine member states and one associate member, all of which are former Soviet Republics.

SCO – The Shanghai Cooperation Organization, Eurasian political, economic, and security organization that includes Russia, Kazakhstan, China, India, Kyrgyzstan, Tajikistan, Uzbekistan and Pakistan.

BRICS – International association of five countries: Brazil, Russia, India, China, South Africa.

Barents Region – the territories around the Barents Sea united in an international public organization with the aim of developing international cooperation.

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PH. D. ANATOLIY YU. BELOGUROV / PH. D. ELENA V. VOEVODA / PH. D. EKATERINA A. ROMANOVA
PH. D. NATALIA I. KHOHLOVA