

ROLE OF REGIONALIZATION OF EDUCATION IN FORMATION OF CIRCUMPOLAR EDUCATIONAL SPACE OF NORTHERN TERRITORIES OF RUSSIA

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ABSTRACT

Relevance of the article of a problem of formation of regional educational space of the Sakha (Yakutia) Republic as private question investigated by authors is caused by existence of more global problem of threat of real disappearance of a unique circumpolar Arctic civilization, its culture and traditions as a result of action of processes of globalization, need of her preservation. The purpose of this article consists in attraction attention of scientists to this problem, identification of ways of her decision. In the article the education using the ethnocultural potential of traditions of peoples of the North is considered as the factor stabilizing disintegration processes. The leader in a research is the culturological approach giving the chance to consider a problem in a complex. According to conceptual approach, the most ancient people of the Earth which have lodged around the North Pole have created the circumpolar civilization possessing community of many leading parameters of culture of survival in the conditions of permafrost and which is characterized by unity in variety of ethnic communities. Development of any education system happens in a social and economic context of the concrete administrative territory with inherent in her culturally - historical, ethnocultural traditions, a way of life, national peculiarities. The main plan of a research consists in consideration of education with use of potential of ethnocultural traditions of the population both a factor of development of the region in general, and preservations of a unique circumpolar civilization of the people of the Arctic, in particular.

Materials of article are of practical value for the multinational countries with multiethnic features, for development of the theory of poly-cultural education; can be used when developing concepts of creation of educational space of the region as factor of stabilization and his further development. Results of a research can be used for methodological justification of programs of development of ethnocultural education, in development of administrative concepts for the sphere of ethnocultural education.

Keywords: education regionalizations, regional educational space, circumpolar world, nomadic people, ethnocultural orientation of education

INTRODUCTION

Modernization of Russian education happens in the conditions of sociocultural transformation and changes of the federal structure of the state that causes activation of processes of regionalization of education. As the theoretical bases historical, system, sociocultural, comparative and cross-disciplinary approaches were used. Complex researches of the new integrated scientific direction were received by the name of "regional science" (in the West) and "regionologiya" (in Russia). Regionologiya, according to experts, "is called to combine efforts of many scientific directions, and first of all regional economy, economic geography, regional sociology and the theory of regional government" [1], [2].

Modern concepts of regional development prove a thesis about inevitability of existence of interregional disproportions. In the western scientific thought J. Friedman [4] is the founder of the concept "the center – the periphery" or concepts of spatial polarization of economic and social development which is considered the conventional, evidential operating numerous factual data and examples from various regions of the world [3] today.

A pedagogical regionologiya is a the section of pedagogics which studies regional educational space, a pedagogical context of questions of a territorial society organization as the educational and territorial organization of society or territorial educational space of the region. It is told about the educational system functioning within separately taken national and regional education according to ethnocultural features of the people living in her territory in A.Yu. Belogurov, V.A. Tishkov, E.A. Soboleva, V.I. Spirina, L.L. Suprunova's researches, etc.) – it is defined by them as ethnoregional educational system. Scientists claim that in each of modern to ethnoregional educational system the image of the person - the carrier of a certain ethnogenetic code is formed: knowing the native language, features of national culture, tradition and customs of [5]. At the same time it is noted that in the course of socialization and an interiorization of the personality deep assimilation of universal values, knowledge of features of manifestation of various cultures in uniform social space of Russia and other countries of the Commonwealth of Independent States is important.

The ethnoregional educational system acts as the multidimensional sociocultural and pedagogical phenomenon in the conditions of which there is a formation of the child as the free creating self-organized cultural personality. At the same time a backbone element of this system is the principle of ethnocultural orientation of education [6], [7], [8].

Ethnocultural orientation, according to V.K. Shapovalov, - such characteristic of education which allows to define, in what measure of purpose, tasks, contents, technologies of education and training are focused on development and socialization of the personality as the subject of ethnos and as the citizen of the multinational state capable to self-determination in the conditions of a modern world civilization [9].

Education has to be implanted in the concrete earth, then traditions, culture, values which are valued by the people living in one territories organically are

entered in contents. The education got in the central Russia or in northern territories shouldn't differ in universal criteria and standards, but on the internal spirit, on the image, a manner, styles – can and has to differ by all means, it is variety in unity, diversity of education including its variability [10]. Regionalization in education is an attendee in his contents and organizational forms experience - ethnographic, historical and cultural, spiritual and religious – inhabitants of a certain territory. Regionalization of education proves in development of didactic and methodical aspects of formation of a regional component of content of education. National and regional component of the state educational standard, realizing the principles of regional policy in education, forms the strategy of development of maintenance of education on the basis of satisfaction and development of educational needs of inhabitants of the region, involvement of intellectual, cultural, economic resources of the region in education development.

Thus, in pedagogics regionalization is considered as the principle, an opportunity acquisition by the region of the status of the territorial, sociocultural, developing independent systems; as a real possibility of realization of the rights of the region in education; as the leading and long-term strategy defining development and providing formation of complete educational space on the basis of his interaction with national and regional, federal and world education as which purpose the satisfaction of needs of inhabitants of the region acts.

For the region of Far North, his territories in which the nomadic northern people live a basis of educational space are the rural schools considering agricultural production of the region, feature of traditional way in household, labor and economic spheres and seeking for creation of optimum conditions in development of the younger generations according to educational inquiries of each student and his family, public expectations in relation to them and the prospects of welfare development of the region, requirements of society and the country in the creative, spontaneous persons capable to transform the reality surrounding them on the basis of traditions and experiment of the previous generations as in the context of crossing of "fields" of education and culture it has to be conducted, on our deep belief, development and implementation of the concept of education of indigenous people of the North as circumpolar regional educational space, demanding today from the pedagogical theory and practice of allocation of the new approaches to a research of a problem considering features of cultural and educational space of the region of the Arctic as circumpolar, interrelation of education and culture in him, the pedagogical potential of ethnocultural traditions of northern indigenous people in development of regional educational space. "The circumpolar educational space" is considered in a research as regional educational space of nomadic peoples of the North within which the real possibility of preservation and development of cultural identity of the northern people is provided, of uniqueness of their educational system in combination with the modern sociocultural programs capable to realize multiple cross-disciplinary student teaching in compliance with the purposes of further development of the northern people in multinational society. The concept "circumpolar educational space" means the open, uniform, organized system with unique lines and characteristics of a circumpolar civilization peculiar to her intended for creation of conditions of development by the person of values of circumpolar tradition, culture and educational space within which broadcast of

social experience of generations is carried out that allows to fix mechanisms of social orientation, adaptation, mobility of the modern person in today's diverse world [11].

In the concept "circumpolar educational space" the ideas of interrelation of circumpolar space, a circumpolar civilization and education as parts of culture and social institute of society, the uniform angle of consideration of these phenomena through a concept of regionalization are integrally combined.

Methods of the comparative analysis of the statistical data characterizing functioning of education, questionnaire, testing, the composition, expert estimates, observation and empirical inspection have captured only 405 pupils of rural schools of the third - the fourth classes, from them 76 pupils of nomadic schools, and their parents.

Results. The theoretical methodological bases (approaches) to development of a problem of development of regional educational space taking into account the pedagogical potential of ethnocultural traditions of indigenous people of the North are formulated. On the basis of the pedagogical analysis of culture and history of the nomadic people features of his traditions, customs, cultures, training and education for further account them in the studied process are revealed.

From positions of circumpolar approach conditions and technologies of creation new and transformations of the available objects of the educational sphere of the northern region, stage-by-stage creation of conditions of development of educational space to the Polar region are analysed, experimentally checked; individualization of educational routes of pupils as a result of the flexible organization of educational process in the conditions of a circumpolar civilization, attraction of national, communal and patrimonial pedagogics.

As result of a research the conceptual model of effective use etnokulturnykh traditions of nomadic peoples of the North in development of regional educational space is presented (on the example of rural schools of the Sakha (Yakutia) Republic). It is shown that the formed circumpolar space influences development etnokulturnykh traditions of nomadic peoples of the North. At the same time, on the basis of regional space the circumpolar space is formed and etnokulturny potential develops it.

DISCUSSION

In pedagogical science and education there was usual an appeal to such sociocultural phenomenon as regionalism today, significant growth in a role of regions for development of political and economic life of the countries is noted. Therefore the problem of regionalization of education is a subject of active discussion and a scientific discourse in pedagogics (A.Yu. Belogurov, E.V. Bondarevskaya, A.T. Glazunov, D.V. Grigoriev, G.D. Dmitriyev, O.A. Leonov, I.A. Malanov, A.M. Novikov, V.V. Serikov, R.M. Sitko, E.V. Tkachenko, V.K. Shapovalov). According to scientists, the regionalism is shown in various forms of welfare and political self-identification of territorial communities, represents

the ideas, moods, the actions, intentions directed to keeping identity of the region and to provide his development, a status role among the states nations.

In a scientific discourse scientists E. Dneprov, A. Kasirzhak, A. Pinsky note that public and regional development happens, mainly, in the field of education, i.e. training and improvement of people. People accumulate experience of understanding and vision of in what the cultural and historical sense of their existence and public life in this territory, important are valuable and orientation characteristics of regional education.

Development of circumpolar educational space as regional – in a research is based on the idea of expediency of allocation from the general system of a social environment of the identity of a subsystem of education which provides conditions where there is a development of identity, identity of the personality, her identification (attitudes, consciousness, culture, behavior) on the basis of the unique, not repeating in other territories features of the nature, social arrangement, culture which is a regional education system, socialization, education of the personality.

CONCLUSION

As result research the conclusion is made that for the first time in the pedagogical theory the subject of pedagogical potential of ethnocultural traditions of nomadic peoples of the North is announced as a significant problem which is considered as the field of realization of human rights and opportunities of the people. Ethnocultural traditions have pedagogical potential. A conclusion is reasonable at the conceptual level. The regional space is presented as space possible (effective, productive) uses of ethnocultural potential. The regional space is the optimum territory, for use of traditions at which they work. It is shown that only within regional educational space use of traditions of the people and resuscitation of a national educational system is possible.

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