

Burova M., Grishanova O., Slepukhin A.

Saratov State Technical University

ays@sstu.ru

SOCIAL PROBLEMS OF SCHOOL EDUCATION REFORM IN RUSSIA

Intense globalization and informatization of a modern society have caused a need to review the content of education and of educational goals, to replace Russian ideology of state educational policy. Officially declared principles ensure equal access to high quality education of all young people according to their interests and despite the welfare of their families, location, nationality or their health condition. These principles demand the increase of the expenses and the improvement of management system. However one faces considerable difficulties in building an educational framework in recent depression. Education is a system of social relations between social agents. Some of them are considered to be consumers of educational services. Others offer such services to the society.

As a social institute education promotes the reproduction of human capital and of moral values, forms a broad outlook and active life position, and therefore influences social and economic status of a country. In the Soviet Russia the traditional function of education was knowledge transfer. Nowadays a social orientation of education is updated on a state level in order to overcome homelessness, antisocial behavior of children, social orphanage. According to the government and the society the main role of schools is to maintain and strengthen health of younger generation. The data of RF Ministry of healthcare and social development shows that 53% of 13.4 million of schoolchildren have health problems and only 10% of all the school graduates could be considered healthy (Belyavskiy 2009, 1).

In addition to that people with physical or mental differences face serious difficulties in getting equal access to education in Russia. According to the data of RF Ministry of healthcare and social development 1.5 million children are considered to be people with disabilities. The real attitude of the government and the society towards these people is far from the formal statements.

The recent crisis in Russia leads to an educational policy crisis. As educational policy forms the society the government is forced to consider the problems of education as main ones. The top priority of a modern system of education must be seen in training of a socially adapted individual. Such individual must not only adapt himself to the ongoing changes in the society, but to exploit such changes according to his or her interests.

School management is oriented on European standards. That is why new positions of psychologist and social pedagogue have to be created everywhere. The priority task of a social pedagogue is to identify children who need skilled care of different nature. These are the children who have communicational problems with their fellows, children from dysfunctional families, children who misconduct constantly.

Originally the process of teenager's socialization begins at home. The role of a social pedagogue at school is to help to proceed with the process of teenager's socialization. The social pedagogue must identify the precise cause of family conflicts and settle them, must help children to cope with different stressful situations.

The workload on schoolchildren expands annually. Instead of knowledge growth one can see the degradation of physical and mental health of schoolchildren. The social pedagogue along with teaching staff must introduce health saving technologies.

References

Belyavskiy, Boris 2009: *The health saving education*, Moscow: Delpress (in Russian).