

Historical Approach and Modern Higher Education in Russia

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Abstract— The article deals with the historical processes of preparing students in higher school. The actuality of the research stems from the need to form a new structure of educational activity of HEIs on the basis of historical experience and modern teaching methods. In this regard, the purpose of this work is the study of historical processes, the application of new teaching methods, the identification of possible ways of modernization of the educational process, the involvement of students in the active learning process. The main research methods are the scientific abstraction method of formalization and the structural-functional method, development of innovative thinking and action. A brief analysis of the domestic and foreign literature is given. The main results of the study: new approaches in the educational process of preparation of bachelors. The materials of the article are of practical value for the organization of educational and methodological work in the university, faculty, for researchers, graduate students and students.

Keywords—*historical experience, education, game, edutainment, training*

I. INTRODUCTION

The current state and development of higher education and, in particular, university education in the Russian Federation characterize a rather serious and complex stage of its further development and improvement. In this regard, it is necessary to know and take into account the historical experience of Russian higher education that has been accumulated over its long history of formation and development in the current context.

The next critical stage in the history of Russia requires significant efforts and investments in the modernization of modern Russian higher education. At the same time, these expenses can be significantly reduced both in time and in financial costs, if we take advantage of the positive experience that has determined the development of higher education in Russia in the latter half of the XIX century. The creative use of this historical experience in the current context is very important for the further transformations of higher education in modern Russia.

In the early 70s of the XIX century, great Russian writer I.A. Goncharov wrote: "At the present time, the university issue has become a priority along with the crucial issues of Russian life. This is our global issue in terms of the importance of university education for us" [2].

Almost a hundred and fifty years have passed since then, and the university issue remains the most important problem in the life of developed countries, which are striving for leadership, accumulating their knowledge. Science and education create national wealth of the country and act as one of the values without which it is impossible to develop modern society and form a fully rounded person.

In other words, "everything useful, progressive and interesting that was accumulated by the Russian higher school in the XIX century should be used properly today in the process of reforming the national higher school" [24], especially since these periods in the history of Russia are similar in many socio-economic situations.

II. MATERIAL AND METHODS

The article presents a brief analysis of domestic and foreign literature. The method of scientific abstraction, the method of formalization and the structural-functional method of innovative thinking and activity method development have been applied.

The theoretical and methodological background to writing the article has been the principles of historicism, system and comparative analysis.

III. ACTUAL SCIENTIFIC RESEARCHES AND ISSUES ANALYSIS

The article gives a historical survey of Russian education, studies the works by Zhukov V. [3,4], Zelenov A., [5] Munchayev Sh. [8], Goncharov I. [2], uses the materials of the dissertation of Kharlamova T. [24], as well as the articles of Belyaeva O., [1], Malakhov I. [6] and a number of other authors.

IV. PROBLEM STATEMENT

The starting or turning point of the beginning of the Russian higher school reform is May 13, 1866, "The Day of the publication of the highest rescript of the emperor addressed to the Chairman of the Government of Knyaz Gagarin". In fact, in this document Alexander II refused "many ideas of the university reform of the 60s, which seemed to him an encroachment" upon "everything that is sacred to us, upon religious beliefs, upon the foundations of family life, upon property rights, upon law obedience and respect for the constituted authorities" [9]. Everything indicated the growing role of the state in the implementation of education reforms and the strengthening of educational policy. These plans were implemented by Tolstoy D., who headed the Ministry of Education from 1866 to 1880. During Tolstoy's day, universities financing increased significantly, but certain studies assess his work negatively. However, there are other opinions, and they are very important, as they belong to contemporaries, who wrote: "... he gave Russia a school, completely adapted to the modern requirements of science and life. All the schools of his time were opened for the rich and for the poor, for noble and common men ..." [13]

His "acting can be traced along the principal directions, as they were set by the minister:

- Electivity of supervisor functions in universities.
- Electivity of pedagogic staff.
- Organization. Discipline of the students and so on". [13]

As it seemed to us, these three directions could contribute to the reform of higher education in modern conditions. Because they involve the foundations of the entire educational system, which has relied and will rely on three "whales": the electivity of management and teaching staff and the organization of the educational process, where the main consumers are the students.

In the 90s of the XX century, all three directions were forgotten under the guise of reforms. In practice, the state abandoned the management of higher education. Many

universities announced a free attendance of classes, etc. Without taking into account the real needs of the state, commercial universities began to be created; hundreds of non-profile departments appeared in educational institutions, which focused on training lawyers, economists, political scientists, etc. Certainly, the need for this category of specialists is necessary, but the quantity and quality of training of this category of specialists have been spontaneous, caused by the absence of state regulation.

Today for the full development of the student's personality, an innovative approach should be provided that includes the ability to work in a team, the development of alternate thinking abilities, and a high level of creativity. At the present time, in the system of higher education, one of the elements that improves its effectiveness should be a training game. Its appeal to the student lies in the gaming experience itself. Its effectiveness also consists in it. The training game involves the fusion of play activity and training. It can be assessed as a complex system of activities that arises during the fusion of the game and training. An integral part of this system is the educational process, during which students acquire knowledge, skills and abilities, as well as professional strength. Therefore, the game performs educational, learning, communicative and entertainment functions [1]. In essence, game is a multidimensional and complex phenomenon. Today there is no uniform classification of games. According to the analysis, they are divided into spatiotemporal and emotionally-experienced, business, role, training games, and creative games. A fairly extensive group of methods and technology for organizing the educational process in the form of various games is combined into the concept of "gaming technologies".

Game technologies are necessary for the development of creative abilities, the formation of skills, the assimilation of the new and the reinforcement of the material learnt. "Business games" are used as developing gaming technologies. [1] Simulation, role, business, training, creative games, etc. are used in the educational process. [6] The distinctive feature of the educational game is a clearly stated goal with an educational and cognitive focus. The essential condition is that the game should be incentive. In the absence of an incentive, the efficiency and effectiveness of the game are significantly reduced [8].

Today, in a series of educational games there has been a new direction - edutainment (derived from the English "education" and "entertainment"). For the sphere of higher education, edutainment is a new round of searching for ways to get more information in the learning process, the means of increasing the cognitive activities of students (learning through entertainment).

In the domestic literature, the term "edutainment" is defined as "a digital content that connects educational and entertainment elements" and at the same time ensures that the audience is informed in "the most facilitated analysis of events". [6] The concept of "learning as entertainment" is an effective way of understanding the World in a playful form, because through entertainment, not only the awareness is generated about a particular subject, but also an emotional

connection is established between the learner and the subject being studied. Edutainment - a learning process in the format of entertainment, cognitive events in an informal atmosphere - is a product of technology synthesis, when there is a "consistent sequential mastering of transferred methodologies and experience of creative activities by the student, and on this basis the formation of his own creative experience: knowledge, skills and abilities". This approach contributes to the active involvement of students in the educational process, the formation and development of creative personality.

The main thing in the edutainment is that it helps diversify the acquiring of knowledge by entertainment, that is, the theory is mixed with educational goals and means and vital values, and enables "the representation of experience and entertainment through creation". [1] However, it covers only a small part of the educational process, and only helps to diversify training without requiring transformation of the traditional learning model. Edutainment is an effective way to obtain more information by a large number of people in a short period of time, when the presentation of potentially "terrible" topics occurs in the frivolous manner.

The basic communicative theories, on which the edutainment is built up, may include:

- Petty's theory of persuasion, since the psychological components (improvisation, living, relaxation, reflection) affect the person's response to the message, and the persuasiveness degree of this message depends on the number and quality of arguments and the form of their reporting [12].
- Rogers' diffusion theory, according to which any new idea never covers the entire group of people for a single period of time, but gradually seeps through the various communication channels, passing through certain stages (attention, interest, evaluation, acceptance, confirmation). Edutainment is also based on such pedagogical principles as:
 - principle of the connection between theory and practice, since properly delivered instruction and education follows from the life itself and is inseparably associated with it both through the source of knowledge and the result itself;
 - principle of consistency, since a person only has information and knowledge when he has a system of clearly interrelated concepts, the sequence of which has been determined by the internal logic of educational content and the cognitive abilities of students themselves;
 - principle of accessibility, since the accessibility of training is determined by the educational process organization, the training methods used, etc.

To remove the learning difficulties, the teacher must be an expert in his field, masterfully possess the modern technologies in teaching and attract non-traditional teaching technology, such as a game, relying on positive personal experience - living the certain life situations [6]. However, in order to successfully transfer, receive and assimilate information, it is necessary: to encourage students to pay their attention to the phenomenon under study; to cause their interest; to encourage them to participate actively in the process of acquiring knowledge. During the actual process of acquiring knowledge, it is necessary to give students pleasure,

to completely capture their minds, and to distract them from outside thoughts or experiences; to make the strongly interested students to give themselves up entirely to the activity or idea. [6]

And still, the edutainment is not able to solve all the issues of fundamental education, and this is an opportunity to widen the student's horizons, satisfy his curiosity and interest by his attracting, training, entertainment and enthusiasm through a variety of means of instruction and taking into account the specific psychological needs of students.

V. RESULTS

The authors believe that the above suggestions and ideas are not indisputable, especially at the beginning of the XXI century, when globalization issues, including in the system of higher education, prevail in the world community. However, we are sure that in the historical conditions of modern Russia, the experience of the development and establishment of a national higher school can and should be in demand. Therefore, for the full and comprehensive development of student's personality, the article provides the innovative approach to the proposed tasks implementation. A new direction in a series of educational games is announced - Edutainment, where the game performs the training, educational, communicative, and entertainment functions. Edutainment is a modern pedagogical innovation that is based on visual material, narration, modern psychological technology, game format, modern information and communication technologies, more informative and less didactic teaching methods. Its purpose is to facilitate the analysis of events as much as possible, to maintain an emotional connection with the educand, and to attract and hold the attention of students for a long term. It turns out that the main purpose of edutainment is the transfer of knowledge, attitudes, experience or skills.

VI. DISCUSSION

The study is a continuation of the work of Russian scientists who conducted an analysis of historical facts on the development, modification, transformation, and improvement of higher education in Russia [3,4]. At all times, the quality education has received a lot of attention, and since 2009 it has been increased both in Russia and all over the world. This article contributes to the discussion of innovative ideas in the field of education.

Conclusion. The materials of this scientific article are of practical value for the world scientific community. It is recommended for use in the educational process by the multi-skilled pedagogical workers, as well as doctoral candidates and students.

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