

## EDUCATION AND POWER - ASPECTS OF INTERACTION

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Politics and education are two important independent systems of modern society that are in constant and close relationships. Each of them has various possibilities to influence the other system, but factors of a political nature seem to be much more powerful and obvious. The sum of such factors - ideological, legislative, managerial - allows the political power to exercise leadership in the educational system. Education in relations with politics plays primarily a subordinate role, and the degree of subordination is determined by the nature of the political regime, the level of the socio-political development of society, and the sociocultural traditions of the people.

At present, the solution of problems of modernization of educational policy in the system of influence of the authorities on education in the public consciousness is presented as the formation of an optimal management model in which the competences and powers, functions and responsibilities of all subjects of educational policy, primarily educational institutions and local authorities, are clearly distributed and coordinated. self-government, regional and federal management structures. Although this also refers to the need to ensure publicity and transparency of discussion and management decisions. However, it is very difficult to achieve this in the public administration system, but in the conditions of functioning of the state regulation system it is quite possible to achieve publicity and transparency of the decisions made.

The Concept of the long-term socio-economic development of the Russian Federation for the period up to 2020 states that "a necessary condition for the formation of an innovative economy is the modernization of the education system, which is the basis of dynamic economic growth and social development of society, a factor in the well-being of citizens and the security of the country." It turns out that the highest authority in Russia recognizes the need to modernize education, with the parallel pursuit of further democratization of all social life. At the same time, the scientific community fears that, from the point of view of a modernization strategy, will a consensus be found, so that within the "party of power" (including the "Kremlin level", the "executive vertical", and "United Russia") and other segments of the political spaces have consolidated and channels of vertical mobility, competition of people and ideas have opened. Only in this way will it be possible to achieve the formation of a "coalition for modernization".

Modernization of education by the top leadership of Russia is viewed through the prism of changes in the system of influence on socio-economic processes in the complex and the educational process itself in particular. As a rule, such changes are associated with the involvement of a wide range of public actors operating in the field of education, including representatives of the academic community, teachers, teachers, educators, and so on.

At the same time, the experience of democratic transformations in the field of education in society in the years of perestroika shows that the creation of public or public-state bodies in the field of education, as government bodies, does not allow modernizing the system of influence on the educational process. Public and public-state bodies of influence on the educational process can function effectively only under conditions of state regulation.

The institutionalization of the educational process makes it possible: for the political power to create subjects of modernization and innovative development of the educational process; for the state apparatus to determine its place in the changing system of relations between the government and society in the educational sphere; for society to increase its role in the development of education in order to

realize their interests in this area; for a citizen to increase their ability to influence the educational process in the implementation of their goals; for education to consolidate the modernization and innovation processes in their activities.

In the development of innovation and attracting investment in the field of education are interested, above all, the political elite, society, individual citizens and subjects of education. For the political elite, such development gives the opportunity to carry out its stated political course to society, and for citizens to realize their interests in obtaining high-quality and affordable education in the chosen specialization.

First of all, the political elite, the society and the education system are interested in intellectualization. The political elite is increasingly in need of new ideas, analytical developments in the political and educational process. The society is interested in increasing its general intellect, since it enables it to develop more effectively and successfully build relations with the authorities in its own interests.

Education and science cannot develop independently of society, which means that they were initially included in the conceptual confrontation of various competing authorities. In the context of globalization, such a confrontation is becoming increasingly noticeable, not only for professionals, but also for ordinary citizens. The degree of inclusion of education and science in this confrontation depends on the outlook of researchers, scientists, teachers, politicians, on the moral and ideological attitudes of the carriers of various scientific schools. In this case, the choice always remains with each individual person, but the results of such a choice have to be answered with real consequences for the entire society as a whole.