

Educational space in the modern world: The interdisciplinary aspect

Espacio educativo en el mundo moderno: El aspecto interdisciplinario

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Received: 25/07/2017 • Approved: 02/08/2017

Content

- [1. Introduction](#)
 - [2. Methodology](#)
 - [3. Results](#)
 - [4. Discussion](#)
 - [5. Conclusion](#)
- [References](#)

ABSTRACT:

This article is the result of the joint work of the authors who combined their efforts at a stage when it was required to reveal an interdisciplinary view on the problem of the educational space, its understanding from the standpoint of philosophy, pedagogy, sociology, philosophy of education, various fields of the economy. This development of the research is due to the fact that the issue of the formation of the educational space cannot be studied only from the standpoint of pedagogical science, only the pedagogical conditions of its formation are considered, it was impossible not to take into account the socio-cultural, socioeconomic, geopolitical and some other aspects of this issue. The assessment of the state of the educational space, ways, means and conditions for its formation can be presented quite fully only when modern realities are embedded in which the educational space is immersed not so much and not only by the phenomenon of education and the object of research in pedagogical science as an interdisciplinary phenomenon requiring a comprehensive scientific attention. That is why the research places a special place on the analysis of global risks of the modern world and their impact on the development trends of the educational space. The

RESUMEN:

Este artículo es el resultado del trabajo conjunto de los autores que combinaron sus esfuerzos en una etapa en la que se requirió revelar una visión interdisciplinaria sobre el problema del espacio educativo, su comprensión desde el punto de vista de la filosofía, la pedagogía, la sociología, Educación, diversos campos de la economía. Este desarrollo de la investigación se debe al hecho de que el tema de la formación del espacio educativo no puede ser estudiado sólo desde el punto de vista de la ciencia pedagógica, sólo se consideran las condiciones pedagógicas de su formación, es imposible no tener en cuenta la Socio-cultural, socioeconómico, geopolítico y algunos otros aspectos de esta cuestión. La valoración del estado del espacio educativo, las formas, los medios y las condiciones para su formación sólo pueden presentarse plenamente cuando se insertan realidades modernas en las que el espacio educativo está inmerso no tanto y no sólo por el fenómeno de la educación y el objeto De la investigación en ciencia pedagógica como un fenómeno interdisciplinario que requiere una atención científica integral. Es por eso que la investigación coloca un lugar especial en el análisis de los riesgos globales del mundo moderno y su impacto en las tendencias de desarrollo del espacio

article also touches the issues of project activity in the social sphere in general and educational in particular, which are an essential aspect of the formation of the educational space in the postmodern era.

Keywords: education, educational space, post-industrial society, postmodernism, social and economic conditions, formation of the unified educational space, global risks, decision making, educational space design.

educativo. El artículo también aborda los temas de la actividad de proyectos en el ámbito social en general y en el educativo en particular, que son un aspecto esencial de la formación del espacio educativo en la era posmoderna.

Palabras clave: educación, espacio educativo, sociedad postindustrial, postmodernismo, condiciones sociales y económicas, formación del espacio educativo unificado, riesgos globales, toma de decisiones, diseño del espacio educativo.

1. Introduction

In modern conditions it turns out to be insufficient to investigate the problem of education, to formulate goals and strategies for its development, or to engage in any objective forecasting of the development of educational systems in categories that are inherent only in pedagogy and actually education itself - in the categories of the instruction content, education principles, process and the like. It is no coincidence that in the early 90-s of the 20th century, the term "educational space" was put into use in Russia.

In recent decades, the concept of "educational space" has become widespread in the educational literature at the national and international levels. It is also mentioned in a number of normative legal acts of the Russian Federation, including the Law on Education. However, as long as there is no clear interpretation of this term, the boundaries of its application are not defined (which, by the way, is characteristic for the post-modern era). In the scientific and methodological aspect this concept is applied in various frameworks and scales:

- educational space of an individual;
- educational space of a separate educational institution;
- educational space of municipal, regional level;
- educational space of a certain system (for example, educational institutions of the agro-industry, transport infrastructure, energy complex, military and others);
- educational space of the state level (in particular, the Russian Federation);
- international educational space.

It is known that in Russia I.D. Froumin and B.D. Elkonin were the first to use the term "educational space" in their article "Educational space as a development space" in 1993 (Froumin and El'konin 1993). In the 2000-s, research has tended to consider the educational space in a specific context: the educational space of the subject, the educational institution, the system of continuing education. The width of meaning of the term "educational space", certain freedom of its use makes us treat it more attentively.

In our paper, we address the educational space of the state and the international (world) educational space.

2. Methodology

In the study of the formation of modern educational space, in our opinion, it is necessary to consider three components: space, time, conditions and their interaction, which will highlight the features of the state of the educational space, its formation and design.

We consider interpretation of space to be studied, first of all, from a philosophical standpoint, where space is:

"1) the form of contemplation, perception, representation of things, the main factor of higher, empirical experience;

2) the mode of existence of the objective world, inseparably connected with time " (Stepin 2010).

If we turn to topology and evaluate space through metric systems, it is obvious that the object (educational institution, educational system, state, etc.) and a subject that is not eliminated from the educational space, depending on its scope (sizes) can specify the frame (dimensions) of his topos (space), under which we mean the space. This is how we define the two vectors of viewing the educational space: as a place that has an objective world, that is, a totality of diverse objects that create and fill this space; and as a place and subject of a specific subject activity, consisting in perception, action, impact on the space of subjects that are connected with it in one way or another and influence it, as it is correctly noted by Academician A.M. Novikov (2013).

Returning to the consideration of the category of "space", it is important to emphasize that it cannot be torn away from the category "time", which is inseparably associated with it. Time has different characteristics and parameters, but in our case it is important for us to evaluate its views from the modern era, that are: post-industrial society and the post-modern era. Let us emphasize that while an industrial society that has been developing since the sixteenth century and has not yet completed its stage of existence today (in developing and underdeveloped countries this stage will last for many more decades) is characterized by the rapid development of industrial production and its absolute domination over the agrarian sector in the world economy, then the postindustrial society has a fundamentally different structure of socio-economic organization.

Well-known economist and sociologist D. Bell first announced the post-industrial society in the 60-s of the last century (in his speeches) and in 1973 in the book "The Coming Post-Industrial Society" (Bell 1999) analyzing the changes in the characteristics of society since the 1950-s. D. Bell generalized the main characteristics of a postindustrial society: the change of priority types of economic activity (from the production of goods to services); the increasing role of science, education, health; strengthening the importance of information technology; change of social norms (agreement, tolerance, correctness instead of confrontation and war); new foundations of decision-making (scientific modeling and forecasting) (Bell 1999).

Another founder of the theory of post-industrial society is Alvin Toffler, who considered the impact of scientific and technological progress on society and its economic system to be the main feature of the new society. He emphasized that the modern state of society can be characterized as informational (according to the authors of the article, it can be defined as a society in the media age), which implies the development and complication of production technologies in order to transform consumption in the direction of changing the priority of commodity-money relations to humanitarian (Toffler, n. d).

The followers of Bell and Toffler only clarified and developed these characteristics, for example, in terms of automation of production, which reduces employment in the direct production of goods, and leads to increased productivity through the introduction of high-tech processes; sharp increase in the share of skilled labor; growth of material well-being of people; more complete satisfaction of increasing needs; changes in labor markets towards demand in the service sector (in the broadest sense, including also the military sphere and the sphere of science and education).

The axiom is that the post-industrial era makes much higher demands on the skills of the personnel, the level of education and its quality; leads to an increase in the number of people engaged in intellectual spheres; to a change in the interests of people towards creative development and the growth of educational needs, and, consequently, to a change in the very structure of society. This conclusion is confirmed by a comparative analysis of known world ratings, conducted by E.V. Bebenina. It shows:

"a) the presence of a strong correlation of the education index with health and entrepreneurship;

b) the lack of dependence of the education level index on absolute or relative funding (the number of people receiving education at all levels does not directly depend on public and

private spending on education) "(Bebenina 2014).

These characteristics of the postindustrial society compel us to pay attention to the specifics of the formation of the educational space as a phenomenon most fully meeting the challenges posed by the era. Let us also note that the epoch of postmodern that we live in for a number of characteristics coincides with the post-industrial society. This coincidence is particularly important for the education system. And here we are talking, first of all, about subjectivity. The subject acts as an uneliminated element of the educational space. Ultimately, it is through the subject that manifests itself in the activity that certain social and economic conditions are created, and the educational space is formed.

These characteristics of the era are inseparably connected with the level of the society development, especially at the present stage of its existence. In this case, a certain complexity in the analysis of the influence of socio-economic conditions is the need to consider the dualism of human nature, the opposition of individual and social, as in a variety of his works Emile Durkheim notes that this duality corresponds to the double existence, which we are conducting at the same time: one of them is a purely individual and rooted in our body, and the second is a social and is simply a continuation of society; "society has its own nature, and, consequently, makes quite different demands than those that are assumed to be the nature of the individual; ... society can neither arise nor be supported without requiring contribution from us." (Durkheim 2013).

3. Results

We should clearly understand and take into account that only the conditions which are at least to some extent favourable to the person not only as a social being, but also as an individual can positively influence the educational environment. At the same time, the formation of an educational space only from subjective positions is also not possible, since in this case it will not correspond with the tasks of the institution, the region, the state and society as a whole. Thus, socio-economic factors, influencing education, make the problem of studying the current state of the educational space of the world, country, region, institution and subject to be especially topical, as well as impact directly on the further formation and development of the educational environment at all levels.

Comparing the socio-economic conditions with the signs of a post-industrial society, we see their correlation in certain positions especially interesting for us. The most significant economic condition of the modern era fully coincides with the most significant social condition, i.e. increasing demands on the level and quality of education.

Considering the world's educational systems and problems of formation of world education, we, first of all, should proceed from the existing in the modern world gap between developed, developing and underdeveloped countries in the economic, social and educational development. Between the countries there is a huge gap that does not allow us today to discuss a unified global educational space. Suffice it to say that in the developed countries the problem of illiteracy has been solved long ago, the level of education of the main part of the population is incomplete or complete secondary education, the share of specialists with higher education is very high. The main number of universities, other educational institutions and scientific centers is concentrated here, and today an education system has been created that is oriented to the needs of the global information society. At the same time, as noted in the UNESCO World Report on Monitoring Education for All, the human development indicators are deteriorating in the world. Malnutrition, which affects about 175 million young children, is an acute problem not only in health, but also in education. In total, there are around 750 million illiterates worldwide (The EFA Global Monitoring Report, 2017).

The same report emphasizes the great difference in the quality of education, which is the final indicator of any educational system. In particular, it says that "poor learning outcomes are manifested at many levels. International assessments consistently point to the presence of

serious global imbalances. In a study in the field of mathematical, scientific and technical disciplines (TIMSS) it was found that the average outcomes of the students of a number of developing countries, including Ghana, Indonesia and Morocco, are worse than the poorest results in countries such as South Korea and Japan". (The EFA Global Monitoring Report, 2017).

This gap is insurmountable in the coming decades. Therefore, today it is untimely to talk about a unified international educational space, but the movement for its formation in the global world is already being implemented.

The group of leading scientists of the Institute of World Economy and International Relations of the Russian Academy of Sciences note in their work "Strategic Global Forecast 2030", "the following trends will most clearly manifest themselves in the field of education within the next two decades:

- changing the content of disciplines and teaching methods;
- lifelong learning;
- leveling the differences in education systems of different countries;
- formation of a single world educational space:
- increasing mobility of the workforce;
- increasing in the number of stakeholders in the education process;
- growth of the importance of university science in the preparation of the generation of 2030 " (Dynkin 2013).

In the same paper it is noted that "the globalization of the labor market and the formation of the world educational space will contribute to the fact that the requirements for the employed in different countries will gradually be unified. The educational standards of developed countries will be more accepted by developing countries entering the global labor market. The importance of that part of human resources that is able to participate in innovation processes will grow" (Dynkin 2013).

Thus, speaking in our paper about the educational space and the trends of its development, we are guided by the general principles of the formation of education systems, primarily in developed countries.

It is important to emphasize (as the authors of this article noted in previous works) that "when considering the problems of the educational space at the present stage of its development, it is necessary to take a comprehensive look at the risks and negative tendencies, when the previously mentioned three aspects - space, time and conditions – hardly support each other. The constant dynamics of social and economic conditions can spontaneously change the educational space, it requires a timely reaction, making decisions in the education system that are adequate to the changes that occur, warning the possible risks "(Ivanova 2015).

However, we must admit that the current systems of risk management at all levels and in all spheres of society have not been ready to respond adequately to modern challenges. And the sphere of education in this matter is in neglect. In the educational space, unlike the representations of governments and global business structures, the issues of identifying, assessing and risks managing were not properly posed.

At the same time, educational systems of different states, educational space are the subject to the influence of many processes occurring in the world, the country and the region. Therefore, an extremely important aspect in studying the formation of educational space is considering in this regard the impact of global threats to humanity, the analysis and synthesis of the most dangerous to the global community risks, which annually represents the Davos World Economic Forum.

The global risks of 2017 are defined, as usual, in five groups: environmental, geopolitical, economic, social and technological. Although this division is rather conditional, certain risks intertwine and permeate each other, affecting in most cases not one specific group, but several

or all. At the same time, the most significant signs of individual risks are identified, according to which they belong to one or another traditionally defined group.

In the report on global risks of the current year (Global Risks Report, 2017) (The Global Risk Report 2017), experts of the forum identified 30 major global threats to humanity, as well as 13 global trends that may affect the degree of impact of risks or change their specific gravity. All these pressing problems of mankind are closely connected with the formation and transformation of different levels of educational space.

The experts of the forum determined that the main global risks of our time are in the fields of environment, ecology, and also in the sphere of geopolitics. At the same time, it was noted that in comparison with previous years in 2017, the impact of economic risks has somewhat decreased. This is largely due to a serious exacerbation and emergence of other groups of risks to the forefront (The Global Risk Report 2017).

The Forum included into the top 10 the three global environmental risks: extreme weather conditions, large-scale natural disasters and the threat of anthropogenic environmental disasters; three geopolitical risks - the constant threat of major terrorist acts, interstate conflicts and ineffective governance; two technological global threats - the theft of personal and service databases, major fraud connected with their use and grew up to unprecedented scale, as well as the risks of large-scale cyber-attacks; two risks from the social and economic sphere - large-scale forced migration and illegal trade (Ivanov 2014).

It should be noted that, compared to 2016, the list of the main global risks has not actually changed except for the emergence of a new risk - the inefficiency of regional and global governance, which is reflected in the inability of regional and global leaders and international organizations to effectively address environmental, socioeconomic, geopolitical problems (Ivanov 2014).

Global environmental threats to mankind are realized with regard to the growth of extreme weather phenomena, which leads to increased risks of asset losses, infrastructural and environmental damage, and the number of environmental disasters caused by the human factor: oil spills, nuclear accidents. Preventive measures taken cannot prevent man-made disasters. An irreversible threat is the crisis of freshwater resources, the collapse of the ecosystem, associated with a significant decrease in biological diversity in many areas of the world's oceans and land (World Economic Forum).

These risks are capable of provoking a geopolitical conflict and the depletion of vital resources for the Earth and the people inhabiting it, destabilizing the world economy and society. For this reason, it is extremely important to consolidate all influential forces at all levels (international, regional, each individual state, each territorial unit of these countries, institutions and other institutions, public and other associations) to promote science in the field of ecology, as well as systemic training in environmental protection, starting from preschool and family level to the level of the highest state structures, business representatives, military sphere. It is important to create a system of unified approaches and criteria for the formation of a unified educational space, which should assume the function of ecological education and education of all society groups.

Another group of global threats to mankind is the emergence of geopolitical risks that lead to the undermining of social and economic progress in the world and may even lead to the destruction of society. These are the risks created by mankind. These include global problems that cause the greatest concern from the point of view of the foreign and domestic policies of states and political blocs, the impossibility of diplomatic conflict resolution, the growth of organized crime, terrorism and corruption.

Geopolitical risks are manifested in instability in virtually all regions of the world. This can be attributed to the victory in the presidential elections in the United States of America, Donald Trump, which has caused opposition from many political figures of the world; Brexit, the withdrawal of Britain from the EU; attempt of a coup d'état in Turkey; problems in the systems

of public administration, domestic and foreign policy in Italy, Brazil, South Korea, France; Ukraine, Romania, as well as the local military conflicts in Syria, Iraq and a number of other regions which acquire larger scale and significance.

The current state of the world is characterized by a crisis in the management and resolution of global problems. The inability of existing international organizations (including the United Nations), adopted conventions and agreements to solve these problems is vividly manifested because of the advocacy of their national, group and private interests by participants in international associations, which negates attempts at cooperation and joint opposition to global risks. The lack of a single moral platform, a single upbringing and educational space (we discuss upbringing, first of all, humanistic values) leads to a general distrust and non-observance of mutual obligations between states and citizens. All this leads to a weakening of the state systems, the growth of internal confrontations, regional or global instability, including military confrontation. The growth of corruption, widespread and deeply entrenched among politicians and businessmen, the desire to dishonorably use power and official position (abuse of power) for personal gain undermines the credibility of laws and the state. The growing influence on the economy and the politics of highly organized criminal networks managed from criminal centers creates the ground for the wide spread of criminal business on an international scale, the illegal movement of illicit goods and people around the world. A major problem is the large-scale terrorism against the background of decentralized fighting with it (World Economic Forum Annual Meeting).

And here, in the field of mitigating and overcoming global geopolitical threats, the rapprochement of education systems in different countries, the creation of a common educational space, the formation of common humanistic views and moral and ethical principles, the priority of universal values over group (at different levels) utilitarian political and economic interests. It sounds naive to believe that a unified educational space will solve all the problems of mankind. Today we are witnessing how in the most developed countries, people of the same social status who graduated from the same universities, occupy diametrically opposed socio-political positions, preach different values and apply different methods to pursue their own line and achieve results. But a unified educational space is the field on which germs of "reasonable, good, eternal" appear.

The formation of a unified educational space can contribute to the solution of the threats facing humanity: it is the sphere of overcoming the influence of global economic risks, in which, by and large (except for some facts of unfair competition), states and blocks, national and transnational groups, governments and business communities, science, education and enlightenment.

The category of economic risks includes the risks that cause the most concern in terms of their probability of occurrence and their impact on the macro economy, from financial systems and infrastructure to price volatility and regulatory issues. There are fiscal crises in key economies; an excessive debt burden drives up interest rates, increases inflationary pressures and the growth of public debts. Instability of the main financial mechanisms or institutions of currency regulation, crisis phenomena on the international securities market weakens the world financial system. And here an important role could be played by the wide involvement of universities and research centers in solving problems of minimizing global risks, combining for this purpose the world's scientific potential, forming elements of a unified international scientific and educational space.

Another, special, group of modern global threats inherent in all countries (developed, developing, the poorest) is the growth of fraud and corruption. At the same time, it should be noted that in the conditions of economic instability this problem is exacerbated. The most "popular" crimes in the economic sphere are: illegal appropriation of assets, bribery and corruption, forgery and concealment of accounting data, tax evasion, money laundering, legalization of criminal proceeds, securities transactions based on insider information, unfair competition, violation of rights intellectual property. A special category of fraud is high-tech

crime (they are classified as so-called "new" risks). Suffice it to say that of the total volume of economic crimes in the financial services sector, almost half account for cybercrime (Ivanov 2014).

So, according to the laboratory of E.Kasperskiy, "in recent years there has been an explosive growth of malicious software and cybercrime is becoming a global world problem. If during the period from 1986 to 2006, about 1 million units of malware were detected, and then, in 2016, in just one week, this figure amounted to about 2 million units (310,000 attacks daily). The share of users of malware that have been attacked is steadily increasing: 52% in 2013, 56% in 2014 and 62% in 2016. Worldwide losses from cybercrime reached 400-500 billion dollars a year "(Kaspersky: World's losses from cybercrime make up the annual salary of 12 thousand Genrikhov Mkhitarianov).

It should be emphasized that the growth in the proportion of "white-collar", intellectual crimes, high demands on the level of education and special knowledge of organizers, performers and developers of criminal schemes. There is a kind of growing demand for transnational criminal cartels and syndicates for specialists in financial and IT-profiles, economists and analysts. And this is a kind of challenge to the educational systems of states, which should be answered by the creation of an international educational space that ensures not only the acquisition of qualitative knowledge, but also the formation of a high moral common humanistic basis.

Another group of global risks that cannot be considered in isolation from economic risks (as, indeed, from others) are social risks. This group of risks is of paramount importance for the livelihoods of any country, territory, or company. The category of social risks includes risks associated with unstable population dynamics, social crises and human survival. Global risks in this category call into question the stability of modern civilization and the welfare of the population.

All of the aforementioned global risks to some extent have the most direct impact on the educational space. Moreover, it is impossible to abstract from one group of risks, speaking of their mutual influence on the education system, as for the educational space all these risks are complex.

For example, in the educational space the low living standard of the population, high unemployment, deterioration of the quality of life of the population are reflected, which entails a number of social problems: the growth of crime, the increase of social tension in most countries of the world, the uncertainty of people in the future, depression, Suicide, etc. It should be noted that the increase in the number of unemployed is a worldwide trend.

According to the estimates of the International Labor Organization (ILO), the unemployment rate will continue to grow in the world this year (although moderately, by 0.1 percentage points). According to forecasts, the number of unemployed in 2017 will be more than 201 million people, which in 2018 will add another 2.7 million people. This is explained, - as ILO Director-General Guy Ryder said, - that "the economic growth rate still does not justify expectations - growth remains low and not inclusive enough; the number of workers grows faster than new jobs are created " (Global unemployment projected to rise in both 2016 and 2017, 2016). At the same time, a clear trend of the postindustrial society is the reduction in the number of jobs as a result of the influence of scientific and technological progress. And again, there are two trends. The first is the creation of a system of elite education, in accordance with the requests of the postindustrial society, for a fairly narrow category of the population, where the educational space often goes beyond the national framework, becoming international. The second tendency inherent in even highly developed countries is the development of a system of mass formation of members of society with a level of education lower than that already achieved by society earlier, a reduction in the need for highly educated specialists. This is due to the fact that many categories of human activity are simplified in the modern world. In a huge scale, the service sector, conveyor and screwdriver technologies, other simple performing functions and professions are increasing.

In the European Union, long-term unemployment has increased significantly over the past six years. About half of the 25 million army of unemployed in Europe cannot find work for more than a year, 12% - for 4 years. According to forecasts, the situation will further deteriorate (Unemployment in the EU: the gap between the South and the North).

This raises unreasonably stringent austerity measures introduced by the European Union and the International Monetary Fund. Countries such as Greece, Spain, Portugal and Italy over the past five years have extremely reduced their budgets, dismissing hundreds of thousands of public sector employees and drastically cutting the salaries of the remaining employees.

Underfunding of social programs of states is also a serious obstacle in the formation of the educational space. At the same time, the prospects for a way out of the crisis here are illusory.

According to the director of the European Department of the IMF, Paul Thomsen, "the return of unemployment in Greece to the pre-crisis level is expected no earlier than 2038 (that is, more than 20 years); The decline in unemployment to less than 10% will take 12 years in Italy, 10 years in Portugal and 6 years in Spain (IMF: Unemployment in Greece will return to pre-crisis level in 20 years, 2017).

According to the ILO report "Prospects for employment and social protection in the world: trends of 2016", the main problem is still the quality of jobs. The slowdown in the number of working poor in developing countries is slowing down, and unprotected employment, involving about 1.5 billion people, continues to account for more than 46% of the total employment in the world [16].

Assessing the state of employment of the population, experts note that, in fact, the situation is even worse, since workers who are unemployed are not involved in the accounting of unemployed people who, on the background of unfavorable working conditions and lack of any kind of work, are forced to agree to part-time employment.

Reduction of tax revenues, the need to increase social and other payments related to mass layoffs, the reduction of state and municipal budgets, while increasing the burden on them, entails problems of state debts. Even the "flagship" economies fall into a critical situation.

4. Discussion

All this is directly related to the situation in the educational space, where, as we have already emphasized earlier, two opposite tendencies are being outlined. On the one hand, the growing competition in the labor market entails an increase in the need for good education, continuous upgrading of skills. On the other hand, the hopelessness of obtaining stable work as a mass phenomenon causes apathy, lack of interest in receiving educational services.

In this regard, it is precisely in the difficult conditions of modern socio-economic realities that an extremely important element in the formation of the educational space is the consideration of the business request for highly qualified personnel capable of meeting strategic tasks in the context of globalization and proficient in the specifics of specific industries and system functions. For a number of reasons, business has to create its own educational systems. This is due to the fact that, as the practice shows (and what the authors of this paper wrote earlier), the current system of university education has serious shortcomings, manifested in the fact that often the knowledge that is received does not have the necessary connection with real life, the real needs of employers. We must also take into account that knowledge has the property of becoming obsolete, which necessitates the creation in the business structures of its own system of continuous professional development, and for the entire contingent of synchronized programs. When developing their own special programs for different categories and levels of contingent, they must be interconnected ideologically, methodologically, technologically, terminologically. Once again, it should be emphasized that internal corporate development should be continuous, timely respond to any challenges, changes in the external environment, market situation, international and national legislation, reflect technological, organizational, structural changes within the company. In addition, the system of professional development

should take into account world trends, best foreign practices and advanced domestic experience, as well as careful study of competitors' practices (Ivanov and Ivanova 2016). At the same time, it is important to keep in mind that creating business on the one hand creates internal educational space on one side and, on the other (especially if it is a transnational corporation), the convergence of local educational space into global space is taking place.

However, as noted by the authors of this article in previously published works, "another important aspect of the problem under consideration is the position that if the educational space is built by actors outside the sociocultural code, on exclusively market conditions, as providing services (which is actually one of the characteristics of the post-industrial era), then there is a specific motivation of subjects and an excessively consumer attitude to the objects of the educational space and subject activity inside. Such an approach is unlikely to change for the better condition for the quality and level of education. Therein lies a profound contradiction of modern post-industrial era: it specifies a condition that is achieved by uniform means available for time and place, but not suitable to achieve a positive result" (Ivanov and Ivanova 2016).

According to G.V. Sorina and V.S. Meskov, the sociocultural dimension of the educational space consists in its consideration as a space of "cognitive, creating conditions for cycles of successive developmental transformations, motivating the acquisition of knowledge, competencies and creative development. In this case, the educational space forms the space of the society as a knowledgeable, multicultural, capable of creating a subject of cognitive activity, a creative man of culture. Such a space forms a cognitive society that is capable of preserving and multiplying the culture that generates new cognitive subjects" (Sorina and Meskov 2013).

In other words, the formation of an educational space without regard to time (epoch) and the conditions (state) of objects and subjects filling it, is deliberately doomed to failure.

This presents difficulties in the practice of making decisions on the formation of the educational space, in particular, on the observance of the principle of the unity of the educational space declared in Federal Law of December 29, 2012 "On Education in the Russian Federation" (2012).

It follows from the Law that the unity of the educational space is ensured in the following way: by implementing federal standards at the appropriate level in all educational organizations of the country, and the evaluation of learning outcomes is carried out in accordance with federal requirements. Grandiose, but taking into account not only global risks, but also the state of the country's educational system is an almost unachievable task. Without reverting to global risks, which undoubtedly seriously affect Russia, it is important to take into account the practical risks associated with the education system itself: significant difficulties in implementing state standards in the context of different demographic, economic conditions in the classroom, a group of students, not always thought out the introduction of inclusive education in general educational practice, little-controlled variability in general education, the commercial introduction of school textbooks and teaching aids, the backlog of methodological provision from the resource (in particular, wide provision with computer hardware without changing the methodological approaches to learning in terms of widespread computerization).

Geopolitical factors exert specific influence on the educational space of Russia. The view of the consideration of the educational space in general in the country, in a particular region of the country or in relation to several countries may be different. In our opinion, "the educational space must be viewed from a dichotomous position:

- as a factor of political and geopolitical stability / instability of the state and society;
- as a factor contributing to the development of individual countries, civil society and destabilizing the situation in very different ways;
- as a factor of successful integration and intergovernmental cooperation and a factor contributing to isolation, secrecy and violations of international relations;
- as a factor of social development and condition of the individual and society, or vice versa,

negative and destructive tendencies unsuccessful personal destiny of people "[11].

The influence of a number of neighboring countries on the border areas of Russia is great. Some countries have a significant impact on the educational space in a number of Russian regions. This is done through educational organizations, regional and municipal educational authorities. With specific geopolitics in a global world this influence can have both positive and negative results, up to a significant negative impact on the proper educational environment, the official language and the formation of civic identity. This should be taken into account when determining the state-civilian goals and objectives of education. In these conditions, the preservation of a single educational space is the most important (scientific and practical) state task.

Each state defines the policy in the field of formation of educational space and realization the goals of education, according to their own geopolitical and economic interests, according to the superpowers and the military-political blocs, taking into account their national, historical, religious and other specifics of the control system and ideology.

While in the modern world, the educational space must be multicultural, socially-oriented, open to the formation of an international educational environment, and increasingly supranational in the nature of knowledge and familiarizing the individual with the values of the modern world.

Allocation of favourable factors and risk factors made the issue of educational space¹ design relevant. And here it is important to understand, using the possibilities of the project method, taking into account "global risks, socio-economic conditions and the requirements of the post-industrial era", etc., that the design of the educational space is managerial, on a national scale, rather than the methodological or even strategic task of the education system.

It is necessary, while building project activities in the post-industrial era of the field of education, to take into account that it:

- "- regulates the sphere of personal interests of people in the field of education (which helps resolve the contradiction of Durkheim);
- supports the state policy in general and the economic development of the country through the formation of human resources (as a necessary social condition);
- contributes to the development of social infrastructure, improving the real quality of people's lives "(Ivanova 2014).

Specificity of the project approach in creating a mechanism for the complex solution of the tasks.

The justification of the project approach in our country is demonstrated by the implementation of national projects, including in the field of education. The study of project activities abroad shows that there are common and distinctive features. First of all, it is connected with specific social practices, with the dependence of the project on its application specifics, its duration, the audience and much more, to a lesser extent on the specifics of the countries.

When designing in the social and humanitarian sphere, to which education belongs, it is important to understand that the humanitarian component - the human factor, the issues of ideology, identity, religious, moral aspects, legal awareness and attitude to law - can prevail and change in one direction or another the planned results of the project. These aspects in the design of the educational space as cognitive (by definition, with an uneliminated subject and a multiplicity of objects) should be carefully thought out and taken into account.

The problem of revealing and taking into account the precise, purposeful influence of each of the conditions, however, as well as the concretization (formalization) of the conditions and positions themselves, as well as the actors interacting in the educational space, is not fully represented conceptually and theoretically. It is unlikely that such a precise accounting in quantitative and qualitative terms is possible in the sphere pertaining to the humanities, however, a certain classification of conditions, actors, positions, and to some extent certain regulation of mutual influence, can be built.

The next direction of the research is the identification, description and preparation of recommendations for creating a favorable external and internal influence on the formation of the educational space, as well as all the components that contribute to its change. It can be assumed that this approach will make it possible to translate the problem of the formation of the educational space from the sphere of scientific and conceptual discussion to the practical plane, the sphere of implementation of the state educational policy, to the sphere of decision-making at the state, regional, municipal levels of education management.

5. Conclusion

Summing up, it should be noted that no matter how we treat the postmodern philosophy of education, we must realize and recognize the influence of postmodern constructions on the educational system, in particular, on the educational space, on the way of its formation. The philosophy of education would have made a significant step forward, not only dealing with doubts about the collapse of the "great narratives" on J.-F. Lyotard, the discussion of the ideas of "Anti-pedagogy" by Ivan Illich or the post-modernist remarks of William E. Doll, but subjecting the pedagogical theory to a reconstruction, general didactics in a new cultural, historical, socio-economic, geopolitical and educational situation.

For modern effective management of the education system, new benchmarks are required, which should be determined by science. Let us turn to the words of J. Deleuze and F. Guattari: "The Postcristians considered the universal encyclopedia of the concept, connecting its creativity with pure subjectivity, instead of tackling the more modest pedagogy of the concept, analyzing the conditions of creativity as the factors of moments that remain individual." Deleuze and Guattari clearly expressed the methodological idea of the role of the modern philosophy of education: "If the three stages of the development of the concept are the encyclopaedia, pedagogy and vocational training, only the second of them can prevent us from falling from the tops of the first into the failure of the third - in this absolute failure Thought, whatever its advantages in terms of world capitalism" (Deleuze and Guattari 2009).

Thus, proceeding from the analysis of the state of the educational space in the modern world, it should be noted that:

1. Despite numerous attempts to assess the role, place and significance of educational space in the post-industrial era, the post-modern era, the problem remains insufficiently conceptually, theoretically and scientifically-methodologically worked out.
2. The formation and development of the educational space depends on various factors, especially socio-economic ones, and is exposed to many risks, among which the global risks and threats to human society have a particular impact.
3. The problem of the formation and development of the educational space should be considered and solved in an interdisciplinary aspect.
4. In the coming decades, there are no global conditions for the formation of a unified world educational space.
5. The main stage in the formation of a unified world educational space should be a large-scale development of educational systems based on the expansion of cyber and Internet space.
6. The development of unified educational criteria, educational standards, other accompanying international and national normative legal acts, the procedure of nostrification, the recognition of diplomas between countries should become the most important element in creating a unified educational space.

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Revista ESPACIOS. ISSN 0798 1015
Vol. 38 (Nº 40) Año 2017

[Índice]

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