

## **Reverses of the Concept of a University in the Situation of Modernization of the Educational Project**

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**Abstract:** The study represents the attempt to analyze the concept and practice of implementation of the Federal University project from the philosophical perspective within the context of evolution of the educational form of a classical university generated by the period of modernism. The main trends of the structural and essential transformations of the national educational system are specified. Using the case of the Volga Region Federal University in Kazan as the research subject the researchers investigate the genesis and peculiarities of being of a classical university in a Russian province, the specifics of co-existence of the humanism concepts in the conditions of the Soviet regime as well as the discourse formation of the project of modernization of the Russian higher school at the beginning of the 21st century. Particular attention is paid to the project and stages of implementation of the program of development of the Kazan (Volga region) Federal University founded on the basis of the Kazan Federal University by means of incorporation into the KFU of a number of the leading educational centers of the Republic of Tatarstan which allowed not just increasing the number of students but extending the cultural space of the university corporation. Inserting the local subject in the context of global transformations of the educational system the researchers determine the place of Russia in the structure of the international higher school. By doing so they proceed from understanding the modern state of the research-educational sphere as the result of implementation of the global Enlightenment project.

**Key words:** Humboldt's discourse, tyranny (for) development, classical university, modernization, "new managerialism", reform of the educational sphere, Federal University, human capital assets

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### **INTRODUCTION**

The adequate, understanding of the meanings as well as understanding of the essence of possible consequences, of deployment in Russia of the system of federal universities announced to be the centers of the economic and social development of the principal regions of the country suggest determining the position of this educational form on the 'genealogical tree' of the university culture.

### **A CLASSICAL UNIVERSITY THE KEY ELEMENT OF THE WORLD EDUCATIONAL SPACE**

Origination of universities was mediated through the practical task of training of intellectual workers for the needs of European states (Harvard University Press, 1996); however, their 'Golden Age' fell at the Enlightenment period the historical meaning of which consisted in formation of the large national cultures that replaced the isolated domains of the pre-industrial society (Bukharayev, 2006). The classical Humboldt's Model and the similar structures laid the foundation for a university

of the new age that creates the ideologies that are adequate to the conditions of the industrial society and also form the corporation the members of which identify themselves as a community driven by striving for attaining the truth of researchers with the inherent set of values including belief in triumph of mind and dissemination of the universal human culture (Harvard University Press, 1996).

### **THE ORIGINS AND NATURE OF THE GLOBAL CRISIS OF THE HIGHER EDUCATION SYSTEM**

In the second half of the past century, when the rate of disappearance of the previous world exceeds the skills of self-maintenance developed by universities by times and transnational globalization devolves into decay of the national state and crisis of the national culture the symbolic equivalent of the integration project implemented by the national state, the society ceased to need the "traditional services of a university and take the values they stand with increasing suspect" (Zygmunt, 2014).

The Kulturtrager-mission of a university appeared to be a fiction and triumph of the “consumer society” determined the purely applied interpretation of the educational tasks. This is why, a university appears to be an institution similar to an industrial corporation, scientific and production holding/corporate group as evidenced by dissemination of the post-fordism concepts within the university environment (“the economy of knowledge”) and ‘learning throughout the life’, ‘competences’, ‘educational services’, etc., become the key concepts of the newly appeared discourse formation (Pogosyan, 2011). However, on the platform of professional training and re-training where the short-term programs appear to be the prevailing form the corporations, international governmental and non-governmental organizations appear to be more efficient as compared to long-term university courses not aimed at immediate result (Bakirov, 2003). However, the world community in whole is not yet ready to reject the humanitarian Kulturtrager-Enlightenment project referring the higher school to the list of attributes of the national culture.

#### **TYRANNY (FOR) DEVELOPMENT: PROJECT OF MODERNIZATION OF THE NATIONAL EDUCATION**

Penetration of the national universities in the world competitive environment as the inevitable corollary of disassembly of the ‘planned economy’ required solving both the ‘external’ and ‘internal’ tasks the interdependence of which was specified in the report of the World Bank for the year 2001. On the one hand, the international trends (integrative consequences of globalization, revolution in the information sphere, increased role of knowledge in the social development) affect the form, scope of activity and tasks of a higher school. On the other hand, the emerging countries face the already existing unsolved problems among which the issues of quality and compliance of education with the modern requirements as well as absence of flexibility in the management structures and methods (Teichler and Jahr, 2001).

Stabilization of the Russian society, “turning the attention of the elite to the issues of the human capital” (May, 2012) by the beginning of the second decade of the 21st century cleared the way for searching for a modern model of the national education with account for the challenges of the post-industrial period and global competition. The new ideology was represented in the education modernization programs designed for the

first decade of the century including the Federal Special-Purpose Program of development of education for the years 2006-2010. Soon after, however, it was found out that ‘most of measures planned at the first stage of modernization of the Russian education have not been implemented’ as the result of in particular “resistance of different public groups to the process of modernization of education” (Anonymous, 2006). Sabotage of the modernization programs within the university environment forced the political elite to place a bet on the ‘governmental imperatives’ aimed at implementation of a set of measures that would allow the country’ to newly incorporate in the international agenda of development of the higher education and claim to hold the leading role in the global educational space for the next 10-30 years’ (Volkov and Livanov, 2012). Implementation of the project of tyranny (for) development in the sphere of the education reform suggests stepping-up of efforts at least on three basic directions.

Firstly, focus on the leading universities as the core centers of sciences by attaining international competitiveness of the higher school. Universities shall gain the role they play in the development of the scientific and production complex of the Western countries, especially, the USA (Bok and Derek, 2014). For this purpose, there was formed the system of the grant (target) financing of universities with the use of the substantial part of resources allocated to research and development.

Secondly, integration in the university environment of the power-managerial approaches of the new ‘managerialism’, corporatization of educational institutions, dominance of the vertical links over the horizontal ones, allocation of departments with specific functions; creation of structures for particular projects.

Thirdly, significant financial support of the leading (elite) universities primarily with account for the experience of modern China. Establishment of the nine federal and 29 national research universities, selection of about 15 universities that shall significantly increase their international competitiveness in a forced manner, implementation of this.

At the same time, in the ruling elite and in the society, in whole, there is a conviction that our country falls behind, substantially and it should enter the race to the top adopting the world practices “modernization in pursuit of” is always under time pressure. However, in the modern world genesis of a new educational model “refers not to the area of catching-up development but represents the common problem for all developed countries of the world to which also Russia belongs when classified by

this criterion” (May, 2012), on the one hand may be considered as statement of a high level of national vocational education, on the other hand is a great challenge to the management system of the industry as under conditions when the issues of quality of the higher education are especially, acute referring in a higher school to management technologies of business structures is one of the world trends (Haug, 1999), therefore, the federal universities are formed as organizations designed for action in the conditions of the mobilization mode of activity upon which all resources based on the high level of the management centralization are focused on solution of a limited number of priority tasks. This can be clearly seen by the example of the Kazan Federal University. Its management system was designed in accordance with the Federal Law d/d 10.01.2006 no. 18-FZ ‘on introducing amendments to certain legislative acts of the Russian Federation’ that provided for assignment of the president assigned to the nomenclature of the Government of Russia.

For implementation of the far-reaching reforms the leaders featuring the political will were demanded that were selected from among the persons though somehow related to the educational system but, established primarily as the heads of public authorities and business units. It is clear that, these managers reconstructed the university management system upon the power-administrative terms. It is telling that, already at the first stages of implementation of the KFU development program the institute and not a department (faculty) became the basic structural unit of the higher educational institution. The efforts in this direction are still being built-up by the management authorities as evidenced by the requirements set by them to those HEIs of the country that on the competition basis were granted the right of the government grant for active penetration in the group of the international research-educational centers. The Kazan Federal University appeared to be among such universities as it introduced the amendments to its charter that meet the conditions of the active implementation of the University Competitiveness Enhancement Program (“Road map”). For the duration of this ambitious project (2013-2020’s) under the direction of the president its directorate is created as the executive body to which the main authorities of the Academic Council and the staff conference are assigned. Accordingly, the role of position of the president that rules the academic council and the programme directorate at the same gains in importance.

**Summary:** The created mechanism even though, it may seem to be far from the humanistic ideal of Humboldt

seems to be bound to play the key role in completion for the Russia of the enlightenment educational project even if ‘by contradiction’.

## CONCLUSION

Striving of the new newest Russian establishment to assure the new quality of the national economy logically suggests completion for the national educational system of the enlightenment scenario the openness of which creates difficulties in the entrenchment in the intelligent community of the conceptual and applied methods and approaches that are relevant to the modern science. At the same time, it feels like Russia is not at all alone in searching for the answer to the questions of the trends and prospects of the modern education.

Entrenchment of the form and spirit of a classical university in a Russian province that was initially Foreign to the ideals of the European Enlightenment was promoted by invitation to Russia of the leading international scientists and acquaintance of the promising scientific youth from Russia with the research traditions and innovations of the European scientific. Although, this tradition was subjected to certain adjustment in the imperial Russia and substantial deformation during the Soviet period, the university in Kazan (even during the 90’s that were critical to the Russian Higher School) succeeded to preserve the specific corporate spirit and devotion to the ideals of humanism and research cooperation.

Implementation of the program of development of the Kazan (Volga region) Federal University allowed maintaining during the process of KFU formation the honored traditions of both the involved leading educational centers of the Republic of Tatarstan and promoting to establishment on their platforms of the traditions of a classical university which allowed forming the unified staff of the Federal University within the shortest time period.

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