



## Establishing scientific educational space within the university: Factors contributing to successful Eurasian integration

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### Abstract

**Introduction.** *The problem of the article is to focus on a range of aspects in the field of integration of science and higher education, which play an important role in the process of establishing the Eurasian scientific and educational space. The purpose of the article is to identify factors contributing to successful Eurasian integration in the process of establishing scientific educational space within the university.*

**Materials and Methods.** *The theoretical and methodological basis of the study is made up of general scientific (philosophical) methods and a systematic approach. The subject of the study required the use of a combination of different approaches, primarily systemic, which allowed to conduct the correct analysis of applying historically established and modern educational technologies and practices in Eurasian education, as well as to describe some aspects of the effective integration of science and education in the Eurasian space.*


*The object of the study is the experience of the University under the IPA EurAsEC on developing a system of scientific, organizational, research, publishing and educational activities in the Eurasian space. The authors used the following research methods: comparative, historical, interdisciplinary, content analysis method, etc.*

**Results.** *The article considers the experience of using methods of ethno pedagogy in preparing innovative staff for the Eurasian space as a means of developing scientific and educational cooperation, expanding Eurasian integration, and giving it a humanitarian dimension.*

*The authors substantiate the idea that strengthening and expanding the capabilities and needs of a unified Eurasian scientific and educational space should be considered as conditions for achieving effective cooperation in the field of science and education, allowing to restore professional communication of researchers from different Eurasian countries, update the content of higher education and contribute to bringing new scientific knowledge to the scientific community.*

### For citation

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The authors emphasize that a significant contribution to the development of the Eurasian integration process is made by the University under the IPA EurAsEC, which initiated a number of international projects contributing to the inclusion of new scientific knowledge and methods in the educational process within the framework of Eurasian economic integration.

**Conclusions.** The article concludes about the values of higher education and about a need for integrating science and education as a basis for further development of Eurasian integration process. The authors draw the conclusion that today integration must be based on the historical experience of cooperation between Eurasian states in the field of science and education. Such interaction is considered to be the basis for further successful integration.

### Keywords

*Eurasian integration; Common scientific and educational space; Scientific and educational cooperation; Ethnopedagogy; Education; Internationalization of education.*

### Introduction

The vital activity of modern humanity is impossible without scientific research, the inclusion of their results in practical work. The use of scientific achievements permeates all spheres of human activity from everyday concerns to the global problems of the third millennium. Together, education and science have taken a significant place in the evolution of the regional integration process<sup>1</sup>. Let us recall that UNESCO declared the XXI century the century of education, since education today is the main mechanism for the reproduction of public intelligence. When carrying out educational activities, we must not forget that science is both a source of innovation and economic growth, one of the most important factors in improving the quality of life of the population and ensuring the security of the state. For this reason, modern researchers [1; 11; 13] note the increasing role of science in improving the quality of education.

In recent decades, education has been defined as the main mechanism of reproduction of public intelligence [2; 3]. At the same time, there was a change in the view and attitude to education. On the one hand, after the collapse of the USSR, it was declared a “sphere of services”, but at the same time, in scientific works, education is beginning to be considered as a complex and multifaceted socio-cultural phenomenon with an increasingly increasing impact on various aspects of society<sup>2</sup>.

We support the opinion of K. Khan: “The relegation of universities <...> to the level of enterprises producing and exporting saleable products and services is unlikely to serve the broad needs of a knowledge-based economy, social cohesion and welfare that universities should bring to society”<sup>3</sup>. During the Soviet period, there was a single educational space, it was characterized by strict centralization and a unified approach to the content of educational programs. These were a kind of prerequisites for an objective attraction to a single world educational space. After the collapse

<sup>1</sup> *Integration of science and education in the activities of the University under the IPA EurAsEC: collection of scientific articles.* St. Petersburg: Publishing House of the University under the IPA EurAsEC, 2022. 93 p. (In Russian) URL: <https://www.elibrary.ru/item.asp?id=32661374>

<sup>2</sup> Spirina M. Y. Science and education: Historical interaction. *Noospheric education in the Eurasian space.* Vol-

ume Six: Noosphere education as a mechanism of sustainable development of Russia in the XXI century: a collective scientific monograph. St. Petersburg: Asterion, 2016, pp. 87–98. (In Russian)

<sup>3</sup> Khan K. Changing the “zeitgeist” of German higher education and the role of the general Agreement on Trade in services (GATS). *Higher Education in Europe*, 2003, no. 2, pp. 61–62. URL: <https://www.elibrary.ru/item.asp?id=9228214>

of the USSR, there was a clear trend towards the “autonomization” of educational systems in the newly independent states of Eurasia, they began to develop their own educational systems, but oriented towards Western (or Eastern) models. There has been no talk of preserving the diversity of national traditions of education and upbringing. A number of researchers<sup>4</sup> [2; 4] even then expressed the opinion that none of the CIS countries had a real chance of fully joining the structures of a united Europe and occupying a worthy place in it. But they singled out such a strategic perspective as strengthening unity in the space of the former USSR, where a lot of economic, political and, most importantly, human relationships have been formed over a long historical period. A manifestation of this perspective was the discussion in 1994–1995 principles of cooperation and coordinated educational policy between the CIS and Baltic member states as an important factor in the creation of the Eurasian educational space [4; 5; 7]. Such a space should have been formed on the basis of international principles of cooperation, recognition of the rights of each state to its own model of education, preservation of the cultural identity of each people [8–10].

However, it turned out that many of the new States do not have the ability to provide the same quality and volume of education, research and knowledge in a broad sense that the population of these State entities traditionally needs. In this regard, it has retained the conviction that children should be sent to study in Russia. Since at that time it was impossible to ensure the transition to unified curricula and programs (which is now constantly being talked about within the EAEU), the question of Eurasian education naturally arose. An autonomous educational organization,

currently called the University under the IPA EurAsEC, has found its niche in solving this issue. The creation of this university and its subsequent activities are closely connected with the process of Eurasian integration.

The problem of the article is to focus on a range of aspects in the field of integration of science and higher education, which play an important role in the process of establishing the Eurasian scientific and educational space. The purpose of the article is to identify factors contributing to successful Eurasian integration in the process of establishing scientific educational space within the university.

### Methods

The theoretical and methodological basis of the study is made up of general scientific (philosophical) methods and a systematic approach. The subject of the study required the use of a combination of different approaches, primarily systemic, which allowed to conduct the correct analysis of applying historically established and modern educational technologies and practices in Eurasian education, as well as to describe some aspects of the effective integration of science and education in the Eurasian space.

The object of the study is the experience of the University under the IPA EurAsEC on developing a system of scientific, organizational, research, publishing and educational activities in the Eurasian space. The authors used the following research methods: comparative, historical, interdisciplinary, content analysis method, etc.

### Results

The University under the IPA EurAsEC has chosen the training of highly professional specialists for the Eurasian space as the main

<sup>4</sup> Spirina M. Y. Humanities and natural sciences in the professional training of artists of traditional applied art. *Humanities*

*and Natural Sciences: Problems of Synthesis*. Scientific Conference. M.: Scientific expert, 2012, pp. 520–532. (In Russian)

direction of its educational activity. It trains young people from various Eurasian countries, which requires the formation of a special system of vocational training, considering their ethno-confessional characteristics. The fundamental principles of such an educational system include the use of ethnopedology teaching methods and the creation of a comfortable learning atmosphere.

Organizing its scientific and educational activities, the University relied primarily on the principle of historicism, which was supplemented with others over time. The scientific and pedagogical staff of the university are convinced that only education based on the historical experience of mankind, on its traditional culture, forms the creative component of the employee's personality, contributes to the improvement of his professional qualifications. It should be noted that it is the historical pedagogical experience of mankind that has become the object of the science of ethnopedagogy, which studies the methods of teaching and upbringing developed for many millennia by the folk pedagogy of the inhabitants of the Eurasian continent. As a result, the teaching staff of the University turned to the use of ethnopedagogical methods, since ethnopedagogy as a modern science has an interdisciplinary character and is based on the interaction of various humanities: pedagogy, psychology, ethnology (ethnography), socio-cultural anthropology, theory and history of culture, ethics, aesthetics, sociology, theory of communication, etc. [12; 13].

Manifestations of syncretism inherent in traditional culture in this area can be considered as the initial stage of the formation of a unified educational space for teachers and trainees. In educational practice based on the application of the principles of ethnopedagogy, the teacher and the student act as equal actors in the process of learning and education. In this regard, we recall

the pedagogy of co-creation (L. S. Vygotsky, D. B. Elkonin, P. Y. Galperin, B. M. Nemensky). Here we can also talk about the implementation of the closest interdisciplinary ties (transdisciplinary approach), when knowledge from natural, technical, and humanitarian sciences is included in the educational process, which makes it possible to significantly expand the professional horizons of the student [6].

The scientific and educational activities of the University are distinguished by a number of other features that are not too widespread in the work of the higher school of the new Eurasian states. As an example, we can name not the methodology of dialectical thinking and personality-oriented training, but the practice of health conservation, environmental friendliness, etc. In this regard, it seems necessary to draw attention to the optimism, cheerfulness of traditional culture, which allows a person to maintain physical and spiritual health. The principle of health saving, perceived from folk pedagogy, is now evaluated by pedagogical science as a technology of bioadaptive teaching, contributing to the activation of all the potential capabilities of the individual and related to the search and technological model of pedagogical innovations [11; 14; 15].

If we consider the history of mankind as a socio-natural evolution, we cannot ignore the relationship between man and nature, which for a long time had the character of a commonwealth. Traditional culture provides examples of the most effective and benevolent (respectful, careful) attitude of a person to his environment, which the modern population of the Earth has lost almost completely. It is important to conclude that one of the results of the study of folk pedagogy is the idea of actively mastering the humanistic methodology of creative transformation of the world and the harmonization of relations “man – nature – society” [16; 17].



The experience of the University aroused the interest of universities of new Eurasian states. Its discussion and improvement took place with the help of the university's scientific activities: through the holding of the Eurasian Scientific Forum, the organization and publication of such publishing series as “Euro-Asian Studies” (collective international monographs), “Euro-Asian textbook”, “Proceedings of the Eurasian Scientific Forum”. Special mention should be made of the series “Textbooks of the University under the IPA EurAsEC”.

A example of a comprehensive study of the problems of Eurasian integration in the post-Soviet space is the Eurasian Scientific Forum, which was established by the St. Petersburg Scientific Center of the Russian Academy of Sciences represented by the Nobel laureate Zh. I. Alferov and the Interregional Institute of Economics and Law (now the University under the IPA EurAsEC) represented by the rector I. Zh. Iskakov. The purpose of creating the Eurasian Scientific Forum is the restoration of scientific communication in the Eurasian space and strengthening the role of science in economic and educational transformations in the Eurasian space. The forum is held in St. Petersburg every year. The number of its participants is constantly growing, and the geography is expanding. Its implementation serves the implementation of the scientific and technical policy of the city, as well as the effective use of the scientific and educational potential of St. Petersburg in the implementation of interregional and international scientific, educational and scientific and technical cooperation. Now the Eurasian Scientific Forum has become the hallmark of the University under the IPA EurAsEC, since its inception the university has achieved some success in restoring

cooperation between representatives of science and education of the Eurasian states.

For more than 10 years of the existence of this scientific event, which has become a major international platform for professional communication between representatives of science, education, the business community, government agencies, public organizations, representatives of Azerbaijan, Belarus, Germany, India, Italy, Kazakhstan, Kyrgyzstan, China, Lithuania, Russia, Tajikistan, Uzbekistan, Ukraine, Estonia, etc. mental and applied) to representatives of the scientific communities of various states of the continent.

The topics of the forums are diverse, it reflects the results of scientific research in such branches of science as history, philosophy, political science, sociology, economics, law, pedagogy, psychology, intercultural communications, art history and cultural studies, but Eurasian education has remained the leading topic all these years. As a result, the University initiated two more international publishing series “Euro-Asian Textbook” and “Textbooks of the University under the IPA EurAsEC”.

Such publishing activity, which actively involves representatives of various states of Greater Eurasia, shows that despite the difficulties of development in the post -Soviet period, science continues to maintain its main purpose – to increase human knowledge about the world, human society and man. Current scientific knowledge can be considered the main factor in ensuring the economic growth of various Eurasian states.

Modern education must necessarily have a scientific basis. The researchers emphasize<sup>5</sup> [7; 10; 15] that science is essentially international. And regarding education, opinions differ. We

<sup>5</sup> Lanina E. E. Eurasian Network University: origins, project, implementation. *Greater Eurasia: Development, Security, Cooperation: Fifth International Scientific and*

*Practical Conference*, 2023, vol. 6 (2), pp. 266–269. (In Russian)



turned to the history of pedagogy and philosophy. According to Russian researchers of the XIX–XX centuries, education must remain, first of all, national. The outstanding scientist V. I. Vernadsky, who dealt a lot with the problems of higher education, wrote: “It is impossible to delay the life of a living country and a living people for a long time in a framework that does not correspond to its national identity”<sup>6</sup>. He considered the issue of public education to be the most important issue in the life of the state, inevitably linking it with the development of science. It was V. I. Vernadsky who formulated the concept of a “learning people” and considered it as the basis for the broad and peaceful development of mankind, emphasizing that such a form of his life produces “not only the protection of culture and national existence”, but creates “this culture forging national strength”<sup>7</sup>. Education should be considered a separate factor in the training of innovative personnel. In the newly independent states of Eurasia, for more than two decades, it has almost been forgotten, and without education there is no education. The encyclopedic scientist D. I. Mendeleev formulated his opinion on this very precisely: “learning without education is a sword in the hands of a madman”<sup>8</sup>. The great teacher A. S. Makarenko, who was included by UNESCO among the four teachers who determined the direction of pedagogical science and practice of

the twentieth century, emphasized: “the good in a person has to be designed, and the teacher is obliged to do it”<sup>9</sup>. The outstanding Russian philosopher I. A. Ilyin wrote: “To raise a child means to lay the foundations of a spiritual character in him and bring him to the ability of self-education. Parents who accepted this task and creatively solved it, gave their people and their homeland a new spiritual hearth; they fulfilled their spiritual vocation, justified their mutual love and strengthened and enriched the life of their people on earth: they themselves entered the Homeland that is worth living and being proud of, for which it is worth fighting and dying”<sup>10</sup>. The great teacher K. D. Ushinsky was the first to apply the phrase “folk education”. Striving for its wide application, he stressed that education, if it does not want to be powerless, must be popular, because education created by the people themselves and based on popular principles has the educational power that is not present in the best systems based on abstract ideas or borrowed from another people<sup>11</sup>.

One of the directions of the educational work of the scientific and pedagogical staff of the University was the motivation of students to conduct a scientific search. The university initiated such scientific events for Eurasian youth as youth scientific conferences within the framework of the Eurasian Scientific Forum, the International Competition of research and design works of young

<sup>6</sup> Vernadsky V. I. *Scientific thought as a planetary phenomenon*. (In Russian) URL: <http://vernadsky.lib.ru/e-texts/archive/thought.html>

<sup>7</sup> Vernadsky V. I. *Pro et contra. Anthology of literature about V. I. Vernadsky for a hundred years (1898–1993)*. St. Petersburg: RHGI, 2000. (In Russian) URL: <https://www.elibrary.ru/item.asp?id=21609229>

<sup>8</sup> Mendeleev D. I. On the direction of the Russian enlightenment and the need for teacher training. *Anthology of pedagogical thought of Russia in the second half of the XIX – early XX century. Comp. P. A. Lebedev*. M.: Pedagogy, 1990. p. 440. (In Russian)

<sup>9</sup> 15 quotes by A. S. Makarenko (In Russian) URL: <https://foma.ru/15-tsitat-antona-makarenko.html?ysclid=1jq5cxezq6585626333>

<sup>10</sup> Ilyin I. A. *The path of spiritual renewal; comp., author's preface*, ed. O. A. Platonov. Moscow: Institute of Russian Civilization: Native Country, 2017. 150 p. (In Russian) URL: <https://search.rsl.ru/ru/record/01008694467>

<sup>11</sup> Ushinsky K. D. *Collected works*. M.-L.: Publishing house of the Academy of Pedagogical Sciences of the RSFSR, 1948–1951, 1948, vol. 2, pp. 160–161. (In Russian) URL: <https://search.rsl.ru/ru/record/01005590474>

scientists of Eurasia “Science and Creativity: Dialogue and Development”, the International Scientific and Practical School of Young Scientists of Eurasia “Scientific Spring”, etc.

### Discussion

Today, the need to revive the cult of knowledge is becoming more and more urgent. In most modern states, according to a number of scientists [4; 7; 10; 15], science today acts, on the one hand, as a powerful and effective tool for achieving business and political goals, on the other hand, as an extremely profitable “commodity” of a global nature. But, at the same time, its current state is figuratively defined by the following statement: “Everyone talks about the need for the synthesis of knowledge, but few people can say how to do it, and everyone continues to dig his mine in granite scientific layers”<sup>12</sup>.

This time dictated another perspective of the integration process – the organization of an educational institution of higher education in combination with the development of information networks and technologies. It became the Eurasian Network University created under the auspices of the Eurasian Economic Commission as one of the forms of a unified system of open distance learning based on the joint development of scientific, methodological and software. The most important thing in modern education is the combination of science and education as a way of teaching the method and art of cognition of the surrounding world.

Science acts as a stable and true foundation of all types of human activity: economic, political, socio-cultural, etc. In the Eurasian integration, it has cultural and ideological functions, functions of productive and social force. Let us draw attention

to the fact that in the conditions of globalization crises and the formation of a multipolar world, science has acquired another important role – an integrator of society (a social factor of people's cohesion), which is especially important not only for the formation of national unity in the conditions of polyethnicity and poly-confessionality of most Eurasian states, but also for the formation of a single cultural Eurasian space. The level of development of science can serve as an indicator of the current state of integration processes in the Eurasian space. The main goal of practical work in the field of integration of science and education was the restoration and establishment of multilateral and bilateral ties in a single educational space. To date, the University has created a system of agreements on scientific and educational cooperation (more than 60 universities of Greater Eurasia). At the same time, Russia should maintain and develop a common cultural and information space based on the Russian language. Much more attention should be paid to the humanitarian component in supporting integration processes. Experts note [1; 4; 7; 16; 17] the growth of active interaction between scientists and practitioners of the Eurasian countries participating in the process of Eurasian integration. Through their scientific works [16], a synergetic type of scientific worldview is formed, based on the ideas of the unity of the world, evolution, self-organization and consistency. It highlights such characteristics as historicism, transdisciplinarity, complexity, consistency; a special place is occupied by a high imperative. Such a worldview should be an important factor in the training and education of specialists for the Eurasian Union.

Bearing in mind that education is responsible for socio-economic development, the national success of each of the participating

<sup>12</sup> The current state of management science (In Russian)

URL: <http://rudocs.exdat.com/docs/index-162761.html>

countries of the Eurasian integration in the world, universities in Russia and other post-Soviet states increase the requirements for professional education, while their educational activities should not only meet the prospects of world progress, but also consider the diversity of ways of national and cultural development Euro-Asian peoples. The creation of a single educational and socio-cultural space will affect the reduction of costs and increase the competitiveness of producers in the new sovereign states, since they remain mutual consumers of each other's products and services. Objectively, this trend is likely to intensify in the future<sup>13</sup>.

It cannot be disputed that the idea of a single Eurasian educational space is not a tribute to the integration fashion. In the modern conditions, it is necessary to realize the immutability of the historical perspective: the former Soviet republics should look for ways to live in peace, friendship, mutual understanding, confidence in mutual assistance, the advantage and profitability of the once established educational ties.

The increasing importance of scientific research is confirmed by the expanding restoration in the public space of the once widespread aphorism of F. Bacon "Knowledge is power". This power is needed by a person in any sphere of his life and activity. It is also required by the Eurasian states both participating in integration processes and standing aside from them. The steps already taken to strengthen the unified scientific and educational space on the Eurasian continent should be supported by the own contribution of each country, each society, each scientific community to the formation of the Eurasian system of unity of science and education, given that the development of the process of internationalization of education does

not hinder the desire to assert national ideals, interests, and the scientific component contributes to professional training innovative personnel for the states of the Eurasian space.

### Conclusions

The authors draw the conclusion that today integration must be based on the historical experience of cooperation between Eurasian states in the field of science and education. Such interaction is considered to be the basis for further successful integration.

According to the authors, the prospects for using the experience of the University under the IPA EurAsEC in the formation of a scientific and educational space will contribute to the Eurasian integration of universities in Russia and Greater Eurasia as a whole. Broadcasting traditional cultures as a creative component of the personality of students, the University under the IPA EurAsEC places great emphasis on ethnopedagogy. Such activity, according to the authors, leads to the formation of syncretism as the basic stage in the formation of a single educational space of Eurasia.

The work is focused on the development of a discussion in the professional community about the possibility of using ethnopedagogical and educational methods to improve the quality and effectiveness of modern education. Professional discussion and scientific and methodological justification for the use of these methods can become the basis for the formation of a single Eurasian space. The practical significance of the study lies in the possibility of deploying the idea of spreading ethnopedagogical methods of education, in particular through the prism of traditional culture, into a single system for the formation of the educational space of Eurasia.

<sup>13</sup> Asaul A. N. Unified educational space of the CIS: realities and prospects. *The Economic Revival of Russia*, 2009, no. 3,

pp. 3. (In Russian) URL: <http://acayl.pf/up-load/iblock/d75/d75e25445ae6845925fd4dabe022d212.pdf>



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#### The authors' stated contribution:

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## Формирование научно-образовательного пространства университета: факторы успешной евразийской интеграции

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**Проблема и цель.** Проблема исследования – показать некоторые аспекты в сфере интеграции науки и высшего образования, играющие важную роль в процессе формирования евразийского научно-образовательного пространства. Цель исследования – выявить факторы успешной евразийской интеграции в процессе формирования научно-образовательного пространства университета.

**Методология.** Теоретико-методологическую основу исследования составили общенаучные (философские) методы и системный подход. Предмет изучения потребовал применения сочетания различных подходов, прежде всего системного, что позволило провести корректный анализ включения исторически сложившихся и современных педагогических технологий в евразийское образование, а также охарактеризовать некоторые аспекты результативного развития интеграции науки и образования на евразийском пространстве.

Объектом конкретного изучения стал опыт Университета при МПА ЕврАзЭС по формированию системы научно-организационной, научно-издательской и образовательной деятельности на евразийском пространстве. Авторы пользовались такими методами, как сравнительно-исторический, междисциплинарный, контент-анализ и др.

**Результаты.** Авторами обобщается опыт применения этнопедагогических методов в профессиональной подготовке инновационных кадров для евразийского пространства в качестве средства развития научно-образовательного сотрудничества, расширения евразийской интеграции, придания ей гуманитарного измерения. Авторы обосновывают идею о том, что укрепление и расширение возможностей и потребностей единого евразийского научно-образовательного пространства должны являться условиями достижения эффективного сотрудничества в сфере науки и образования, позволяющего восстановить профессиональное общение исследователей разных стран Евразии, актуализировать содержание учебно-воспитательного

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процесса в высшей школе и способствовать доведению новых научных знаний до широкой научной общественности.

Авторами подчеркивается, что весомый вклад в развитие евразийского интеграционного процесса вносит Университет при МПА ЕвразЭС, инициировавший ряд международных проектов, способствующих включению новых научных знаний и методик в учебно-воспитательный процесс в условиях евразийской экономической интеграции.

**Заключение.** В заключении сформулированы выводы о ценностях в профессиональном обучении и воспитании, наличии естественной потребности в интеграции науки и образования как основы дальнейшего развития евразийского интеграционного процесса. Авторы пришли к выводу, что такая интеграция неизбежно должна опираться на исторический опыт сотрудничества евразийских государств в сфере науки, обучения и воспитания; подобное взаимодействие явится базисом дальнейшей успешной интеграции.

**Ключевые слова:** евразийская интеграция; единое научно-образовательное пространство; научно-образовательное сотрудничество; этнопедагогика; воспитание; интернационализация образования.

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