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**EDUCATION AS A SYSTEM-BREAKING FACTOR
IN PROVIDING SECURITY OF THE COUNTRY¹*****Oksana I. Kosykh¹ ✉, Elena B. Ponomarenko², Lyudmila A. Donskova³***

¹ *Moscow Aviation Institute (National Research University),
Moscow, Russia,*

oksana.i.k@mail.ru ✉, <https://orcid.org/0000-0002-3517-644X>

² *Faculty of Philology, Peoples' Friendship University of Russia,
Moscow, Russia,*

ponomar_elen@mail.ru, <https://orcid.org/0000-0003-3181-507X>

³ *Kuban State Agrarian University,
Krasnodar, Russia,*

dowl67@mail.ru, <https://orcid.org/0000-0002-7432-3908>

Abstract. The relevance of the study is determined by the growth of objective risks and threats to the comprehensive security of the Russian Federation: economic, political and information threats, instability of social well-being of society. These risks lead to limited accessibility of the population to social infrastructure (services in the sphere of education, health care, culture, social protection). The sphere of education, being the most significant for the development and preservation of human capital and potential of the country, determining the competitiveness of the state, seems to be the most important in the implementation of measures to reduce and prevent modern and potential risks and threats. In addition, the 21st century is characterized by the intensification of globalization processes and global challenges. Despite the development of the system of international cooperation to date, the issues of comprehensive security in general, national, and public security, come to the forefront for the Russian Federation. The hypothesis of the study is that one of the important mechanisms for ensuring comprehensive security of the country can be the targeted development of the education system, which has rarely been fully studied in the relevant context. The aim of the research: to study the risks and threats of the Russian education system in the context of ensuring national security of the country. The article presents the results of the theoretical study, the source of information in which became the scientific works of domestic and foreign authors on the designated problem. VOSviewer program was used as a means of bibliometric analysis. The sample of the study consisted of academic scientific works of Russian and foreign authors. As a result of the study of the current state of the education system in the context of key factors of its impact on the national security of the Russian Federation, the priority tasks for the state were formulated, the main and potential risks and threats were identified.

Keywords: national security of the state, state educational policy, security of educational environment, risks and threats, international security

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**ОБРАЗОВАНИЕ КАК СИСТЕМООБРАЗУЮЩИЙ ФАКТОР
ОБЕСПЕЧЕНИЯ БЕЗОПАСНОСТИ ГОСУДАРСТВА****Оксана Ивановна Косых¹ ✉, Елена Борисовна Пономаренко²,
Людмила Александровна Донскова³**

¹ *Московский авиационный институт
(Национальный исследовательский университет),
Москва, Россия*

oksana.i.k@mail.ru ✉, <https://orcid.org/0000-0002-3517-644X>

² *Российский университет дружбы народов,
Москва, Россия*

ponomar_elena@mail.ru, <https://orcid.org/0000-0003-3181-507X>

³ *Кубанский государственный аграрный университет,
Краснодар, Россия*

donl67@mail.ru, <https://orcid.org/0000-0002-7432-3908>

Аннотация. Актуальность исследования определяется ростом объективных рисков и угроз для комплексной безопасности Российской Федерации: экономические, политические и информационные угрозы, нестабильность социального благополучия общества. Данные риски ведут к ограничению доступности населения к социальной инфраструктуре (услугам в сфере образования, здравоохранения, культуры, социальной защиты). Сфера образования, являясь наиболее значимой для развития и сохранения человеческого капитала и потенциала страны, определяющая конкурентоспособность государства, представляется наиболее значимой в реализации мер по снижению и предотвращению современных и потенциальных рисков и угроз. Кроме того, XXI век характеризуется усилением процессов глобализации и глобальными вызовами: мировым социальным неравенством, экологическими проблемами, технологическим отставанием, вопросами мира и международной безопасности. Несмотря на развитие системы международного сотрудничества, на сегодняшний день вопросы комплексной безопасности в целом и национальной и общественной безопасности в частности для Российской Федерации выходят на первый план. Гипотеза исследования заключается в том, что одним из важных механизмов обеспечения комплексной безопасности страны может стать целенаправленное развитие системы образования, которая редко в полной мере изучалась в соответствующем контексте. Цель исследования: изучение рисков и угроз российской системы образования в контексте обеспечения национальной безопасности страны. В статье представлены результаты теоретического исследования, источником информации в котором стали научные труды отечественных и зарубежных авторов по обозначенной проблематике. В качестве средства библиометрического анализа использовалась программа VOSviewer. Выборку исследования составили академические научные труды российских и зарубежных авторов. В результате исследования современного состояния системы образования в контексте ключевых факторов ее влияния на национальную безопасность Российской Федерации, сформулированы приоритетные задачи для государства, определены основные и потенциальные риски и угрозы.

Ключевые слова: национальная безопасность государства, государственная образовательная политика, безопасность образовательной среды, риски и угрозы, международная безопасность

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Introduction

The initial problems of the study are associated with the increasing number of objective risks to the national security of the Russian Federation and the growing importance of the system of education in their reduction and/or prevention. In modern scientific literature, there are publications whose authors point out to the relationship between education and national security. Scientists emphasize the mutual conditionality of the state of the system of education and national security, their mutual influence. Most often, these publications are descriptive in nature, focus on the overall value of human capital in the contemporary world and do not aim to identify those features in the Russian system of education that may have an impact on national security (Kalashnikov, & Mikhalevich, 2018; Chan, 2019; Dun, & Paullet, 2019; Gross, Canetti, & Vashdi, 2017; Bal et al., 2021).

The national security strategy of the Russian Federation includes a significant number of security aspects (from economic to information and environmental security). At the same time, there is lack of attention to the potential of the system of education and its ability to influence the state of national security. As a result, several problems still exist in the established research and management practice that hinder a full understanding of the role that the system of education plays in ensuring national security and the identification of those social factors which this role depends on. The problem that will be addressed during the study is multifaceted and has many manifestations. This is due, firstly, to the scale of the topic under consideration, secondly, the importance of the system of education and its peculiarities in contemporary Russia, and thirdly, the variety of components of the national security system (Sinyagina, & Artamonova, 2020; Afontsev, 2020; Gorelin, & Bezus, 2020; Rubio, Roman, & Lopezm, 2018; Aubel et al., 2018; Moallem, 2019; Zhuravlev, & Nestik, 2019; Kislyakov et al., 2022; Nestik, 2020; Nestik, & Zhuravlev, 2018; Petryaeva, Salakhova, & Soumenkova, 2024).

Materials and method

Purpose of the study. The study of actual and potential risks of the Russian education system, their impact on ensuring national security in the territory of the subjects of the Russian Federation. Materials and methods. The article presents the results

of the theoretical study, the source of information in which the academic works of domestic and foreign authors on the designated problematics became the source of information. The VOSviewer program was used as a means of bibliometric analysis. The sample of the study consisted of academic scientific publications from 2018 to 2024, indexed in domestic and foreign bibliographic and abstract databases of peer-reviewed scientific literature.

Results

The education system is one of the key institutions ensuring socio-economic development of the country, political stability of the society, spiritual and moral education of the younger generation and, in the most general sense, the country's competitiveness in the world arena. The competitiveness and security of the state shall be ensured by:

1) *systematic and consistent spiritual and moral education of a harmonious personality from an early age and throughout his life.*

A school-age child is most susceptible to emotional and value, spiritual and moral development, civic education. Experiences and things learned in childhood are characterized by great psychological stability. Thus, we can note the high level of importance of preschool and secondary general education in the formation of the world view and system of values in the younger generation, in connection with which it is necessary to constantly improve the resources of upbringing and education in preschool and general education institutions, as well as to update the federal state standards of general education and general education programs (Sinyagina, & Artamonova, 2020; Burlyayeva et. al., 2023). Taking account of the importance of the educational process at the subsequent stages of education and the continuity of education throughout life: it is necessary to bring higher education programs in line with the tasks of forming the spiritual and moral culture of students; additional efforts are required on the part of educational and administrative structures to create conditions for the harmonious development of the person and impart the spiritual and moral world experience to the individual throughout his life.

2) *maintaining and preserving national culture, dissemination of traditional Russian spiritual, moral, and cultural and historical values.*

The content of the spiritual and moral development and education of a person is determined in accordance with the basic national values and acquires a certain character and direction depending on what values society shares, how their transfer from generation to generation is organized. The sphere of general education is designed to ensure the spiritual and moral development and education of the student's personality for the formation and development of his civic consciousness, the adoption by a citizen of Russia of national and universal values and adherence to them in personal and public life. Programs for the spiritual and moral development and education of schoolchildren, developed and implemented by general educational institutions in conjunction with other subjects of socialization, should ensure a full and consistent identification of the student with the family, the cultural and regional community, the multinational people of the Russian Federation, open for dialogue with the world community.

3) *the formation of civic self-consciousness and civic responsibility among the younger generation.*

Education plays an important role in the spiritual and moral consolidation of Russian society, its cohesion in the face of external and internal challenges, in strengthening social solidarity, in increasing the level of a person's confidence in life in Russia, in fellow citizens, society, the state, the present and future of his country (Lobanov, 2011; Burlyayeva et al., 2023).

According to our studies, as well as numerous research projects undertaken by colleagues, most of the today's Russian youth is characterized by a sense of belonging to Russia and responsibility for their country. However, the ideas about unity and the need for unity differ among young people in cities, regions, and localities, in different social strata, ethnic and religious groups, subcultures, professional strata (Gabrafiykov, & Glukhovtsev, 2021). Without denying the pluralism of opinions and approaches, it is obvious that the internal policy of Russia, including directly oriented towards the youth, must rely on a solid foundation of public ideas about civil unity, as the most important prerequisite for any nationwide transformations.

It is required to implement in Russia by means of state and public agencies purposeful and well-coordinated measures to disseminate and strengthen the ideas of civil unity and cultural diversity of the Russian people, foster respect for the small and large Motherland, regional cultures and all-Russian culture, the formation of all-Russian self-consciousness and values. Young people of today are increasingly oriented towards individualistic values. Without denying this objective trend, it is necessary to carry out targeted actions to form an all-Russian identity through educational programs, the media and numerous mass events. It is necessary to correct the patriotism education program in schools and universities based on the ideas that form respect for one's country and locality, for all-Russian culture and regional cultures, for the Russian language and other Russian languages, for all-Russian and regional history.

4) *prevention of interethnic and religious conflicts, prevention of extremism and radical ideology.*

Education should be considered as the most important factor in combating nationalism and religious extremism among young people. It is necessary to design and implement educational programs to prevent xenophobia, nationalism and religious extremism in general educational institutions and universities with any specialization. The use of the regional component of the content of education in school and university educational programs should be carried out with an emphasis on the history and culture common to the Russian Federation, on common values.

5) *prevention of illegal activities and deviant behavior.*

The system of general education today provides socialization of children and youth, their integration into the public space, can diagnose and monitor the value and moral state of a young person, carry out preventive measures to foil suicides, illegal activities, deviant behavior of youth.

In addition to the foregoing, other problems in the contemporary system of education that can have an impact on national security have been quite clearly identified. First of all, it is necessary to point out the uneven socio-economic development of different

regions and spatial inequality in access to education and its quality (technical and moral obsolescence of equipment), the lack of elements of environmental and digital culture in the system of education, a decrease in the prestige of education workers, the rigidity of the education system and in connection with this, its inability to respond quickly and effectively to the challenges of our time, the formality of higher education, lack of critical thinking, low qualifications of personnel in the context of national security issues and the role of education in maintaining it (Badalova et al., 2024).

At the same time, it seems that the system of education has the potential to become a system-forming factor in maintaining national security. At present, one of the key problems for the entire world community today is environmental problems. Despite the favorable geographic location, climate change and rise in the number of natural disasters associated with it and permafrost thawing can cause significant damage to the Russian state and its citizens. The system of education can become the main key to the formation of a new ecological culture in contemporary Russia, which presupposes the effective use of available resources and the achievement of sustainable development goals.

Cyber threats are becoming another significant problem for national security today. Modern sociological studies demonstrate that providing digital security, along with creating a material base and digitalizing key areas of society's life, is guaranteed, first, by a high level of digital literacy of the population of country. Even though in the last decade the state has been paying considerable attention to the digitalization process (Digital Economy projects, development of the e-government system, digitalization of the healthcare and education system, etc.), studies show that the existing level of digital literacy does not allow effective use of existing and potential resources and capabilities. The creation of specialized projects aimed to enhance digital literacy, in our opinion, will not allow the effective use of existing resources; the social institution of education should play a key role in this process.

Thus, the initial scientific problem that must be solved during the study is associated with the existence of a fundamental uncertainty that has formed at present in social science and humanities in relation to the description of social factors that influence the specifics of the functioning of the system of education and provoke risks to the national security of the state. The general idea of the important role of education in the process of protecting the national security of the state can be traced both in the scientific literature and in the current strategic documents that underlie the activities of bodies of state power. However, to date, no large-scale interdisciplinary studies have been carried out that would reveal the main characteristics of the contemporary system of education in the context of the problems of maintaining national security, as well as develop specific methodological recommendations, the implementation of which would help to solve these problems.

Consequently, the solution to this problem should be realized through the following tasks.

1. Analysis of the significant theoretical developments of social and humanitarian scientific knowledge in the field of studying education as a factor in ensuring the national security of the state.

2. A comparative analysis of the state of activities aimed at ensuring the safety of the psychological, informational, and socio-cultural environment in educational institutions of the Russian Federation, taking account of the socio-economic, territorial, and ethnic specific features of the regions (based on the data for all territorial entities of the Russian Federation). Creation of a database of the status of activities aimed at ensuring the safety of the educational environment of educational institutions in all territorial entities of the Russian Federation, construction of a safety trend map of the educational environment in educational institutions.

3. Description of the most significant patterns of the influence of education on the level of national security of the state and the identification of a continuum of specific effects that can arise because of this influence.

4. Identification of key indicators to determine the level of safety of the psychological, socio-cultural, and informational environment in an educational institution.

5. Analysis of the current content of technologies for civic and patriotic education and the formation of Russian youth identity; determination of the strategic dominants of building a system of education for young people based on the current ideas of the policy of education and morale building in contemporary Russian society.

6. Consideration of the existing and potential risks for ensuring the national security of the Russian Federation that stem from the negative impact of various factors on the system of education.

7. Development of a technique for comprehensive diagnostics of the safety of the psychological, socio-cultural, and informational environment in educational institutions and its testing of the Russian Federation.

8. Development of principles for designing technologies to create a psychological, socio-cultural and information environment for an educational institution of a high level of security and technologies for maintaining and monitoring security at the level of municipal and regional educational systems; creation of a special mobile application to optimize the work of educational subjects in the field of security.

9. Formulation of substantial proposals for minimizing risks to ensure the national security of the Russian Federation stemming from the impact of negative factors on the system of education; preparation of analytical materials and specific management recommendations for representatives of government bodies, education and specialists involved in ensuring the national security of the Russian Federation.

10. Expansion and systematization of scientific and methodological support of education as a key point of national security through the creation of educational and methodological kits and sets of modules for updating the conditions regarding the content of education technologies, training and retraining courses for teaching staff.

11. Identification of the flaws in federal laws, acts of the President of the Russian Federation, acts and regulations of the Government of the Russian Federation; updating the priorities of medium- and long-term state policy in the field of education, which directly affect the national security of the Russian Federation.

Conclusion

The priority objective for the Russian Federation today is the response to the so-called “big challenges” which represent a combination of problems, threats and opportunities of high complexity and scale. Big challenges can significantly influence the state of national security. To reduce the risks and negative consequences of the impact of these challenges on the national security system of the Russian Federation is possible if the role of the system of education on these processes is identified and its effective use as a system-forming point of national security is determined. Studying the current state of the system of education, identifying key factors of its influence on national security, and developing appropriate methodological recommendations can contribute to the accomplishment of the following priority objectives for the Russian Federation:

1) creation of a more effective system of education, which will become the basis for new developments within research organizations. This will improve the quality of upbringing and education of the younger generation, including the aim of forming spiritual and moral personality and fostering civic responsibility of young people, as well as intensify the process of transition to advanced digital technologies, a new ecological culture, required for the implementation of modern environmental projects and the conservation of resources;

2) the formation of an adequate response of the Russian Federation to great challenges related to national security in its various aspects: cultural security (preservation of national and cultural identity, etc.), spiritual and moral security (creating conditions for consistent and deep spiritual moral development and education of a person from his early age and throughout his life, etc.), social security (the point is about improving decisions on issues of spatial and social inequality, differences in access to education and health care; improving the quality of education and upbringing, creating safe educational environment; formation of civil society; reducing the level of social tension and protest potential; prevention of interethnic and religious conflicts; prevention of offenses, extremism and deviant behavior), digital security (ensuring the preservation of information and effective use of created digital platforms, etc.), environmental safety (we imply an increase in anthropogenic pressure, food security, issues of finding new energy sources).

The initial purpose of the study is based on the understanding that without studying the role of education to provide national security, it is not possible to implement the Strategy for the scientific and technological development of the Russian Federation completely.

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Information about authors / Информация об авторах:

Oksana I. Kosykh — PhD in Historical Sciences, Associate Professor, Department of History, Moscow Aviation Institute (National Research University), Moscow, Russia.

Оксана Ивановна Косых — кандидат исторических наук, доцент кафедры истории Московского авиационного института (национального исследовательского университета), Москва, Россия.

oksana.i.k@mail.ru ✉, <https://orcid.org/0000-0002-3517-644X>

Elena B. Ponomarenko — PhD (Philology), Associate Professor, Associate Professor of the Foreign Languages Department, Faculty of Philology, Peoples' Friendship University of Russia, Moscow, Russia.

Елена Борисовна Пономаренко — кандидат филологических наук, доцент, доцент кафедры иностранных языков филологического факультета, Российский университет дружбы народов, Москва, Россия.

ponomar_elena@mail.ru, <https://orcid.org/0000-0003-3181-507X>

Lyudmila A. Donskova — PhD (Philology), Associate Professor, Associate Professor of the Foreign Languages Department, Kuban State Agrarian University, Krasnodar, Russia.

Людмила Александровна Донскова — кандидат филологических наук, доцент, доцент кафедры иностранных языков Кубанского государственного аграрного университета, Краснодар, Россия.

donl67@mail.ru, <https://orcid.org/0000-0002-7432-3908>

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