The gaps in the blind spots of the educational space

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Abstract. The purpose of the article is to assess the volume of the gaps in the blind spots of education and predict the possible risk of ignoring their existence. Also, the paper considers assessing the extent of harm, damage to society and its development, and determining this issue in terms of the theory of economic security. The author describes the problem and highlights the importance of finding ways to solve it. There is an issue of assessment of the gaps in the blind spots of education. Therefore, the sub-goal of the study is to identify the blind spots of the educational space to substantiate the role of fundamental education in the training of citizens. These citizens are capable of embodying the life of civilization in the foreseeable future in the conditions of the current instability of the higher education traditional functions implementation. It also allows us to identify the ideas for the elimination of the gaps in the blind spots of education.

Keywords: educational space, political economy, gaps, blind spots, economic education, methodology of science.

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Introduction

There is an issue of the methodological foundations' formation of the economics in the XXI century

The concept of "blind spots" was originally used about places unknown in the territory (geographical). During exploring of the territory, the blind spots disappeared.

Nevertheless, this process, firstly implemented to the study of the multidimensional-multilevel layers of the Earth's water surface (the depths of the Mariana Trench, the Sargas Sea, etc.) proved to be applicable to the study of economic space. Nowadays, it is a spatial approach to the study of processes described in the subject of the new political economy and educational space as part of its object (Chekmarev & Skarzhinsky, 2008).

With the development of the new political economy, the institutional theory became to study "blind spots" of the educational space.

Therefore, the appearing of the blind spots can be interpreted as an unintelligible images and patterns of education. Moreover, blind spots may or may not have institutional consolidation. In any case, their implementation takes place in the form of a negative effect for society. Indeed, their level analysis and the use of the concept of "black holes" or gaps became legitimate. A term "black holes" was borrowed by economists from physics to interpret events such as the state of the educational space, which is a consequence of the actions of institutions (normative codes) and does not threat to the future.

In other words, physical economics (or econophysics) expanded the possibilities of economics to understand the emerging practice of economic education.

Therefore, classical political economy as a science, the subject of which is economic education, was transformed (acquired features) into a new political economy. The methodology of economic science began to use the spatial approach along with the systematic one as one of the theoretical foundations. In addition, to implement the spatial principle of analysis as the basis of interdisciplinary research by spreading the philosophy of economy into geopolitics.

Although, in terms of economic crisis, there are a lot of contradictions in its existence. It means it is functioning, and the crisis is just one of the stages of its development.

This thesis assumes the identification of certain contradictions. But due to the multidimensionality

and multilevel nature of the economic space, we note those contradictions which are inherent in the analysis (methodology) of the phenomena of the social economic development.

Firstly, there is a retardation of the social sciences from the natural ones. A Doctor of Economics O.V. Inshakov in his monograph focused on the absence of the category of light and colour in the conceptual and categorical apparatus of scientists-economists (Inshakov, 2008). According to him: "... to start reasoning about the role, place and meaning of the categories of light and colour in the economics and society in the words of the famous researcher S. Minnart: "Oddly enough, but usually we see only what we are already familiar with; we rarely notice anything new, unknown to us until then, even if it is right in front of our eyes" (Minnart, 1958). Some of the multi-coloured social and economic phenomena described in this book can be found in our daily lives, but remain outside the boundaries of our vision. The other, invisible, coloured or shadow, part is increasingly becoming the goal and subject of our knowledge, but understanding it requires insight into the essence of the various processes and phenomena observed from a scientific point of view. It is known that at different times, in very different segments of economic theory in many countries and schools, light and colour characteristics of socio-economic phenomena are used. Many of the well-established light and colour concepts are actively used by modern scientists in sociology and cultural studies, economics and politics, ethics and law, philosophy, and other branches of social science" (Inshakov, 2008).

The economy cannot be independent of nature. The structure of the human body ultimately determines its capabilities and needs. Everything that a person produces and consumes in the initial and final points must correspond to his or her genome, which determines the content and limits of human activity. The genome development determines the parameters of human life and the artificial world of things created by it.

The main feeling directly related to the brain, perception and action is vision. Since about 90% of the information is supplied by it, and without it, a person's sensory perception decreases tenfold. Vision is the perception of light, or electromagnetic waves with lengths from 0.38 to 0.77 microns, having the greatest energy in the solar radiation stream (its maximum is at a wavelength of 0.47 microns). Human vision is the result of his adaptation to sunlight: it is easier to receive waves with high energies (Monin, 2007).

It is advisable to consider consciousness as a system of actions for processing information that continuously enters the body through the senses and accumulated during its existence (we will return to the question of consciousness in S.P. Nikiforov's assessments of it in the final part of the article (Nikanorov, 2012)).

Visual images contain a huge amount of information, because they differentiate objects of the surrounding reality, allowing you to distinguish their specifics by dimension, composition, duration of existence, etc. You can only find out what was previously known. Such pattern recognition is one of the functions of consciousness. If there is no image in memory, then the consciousness must create a new concept using the training programs of the organism from the outside or its self-learning. We have already written about this in detail in the article "On images and patterns of education" (Chekmarev, 2023).

Electromagnetic waves beyond visible light are not directly perceived by human consciousness. They are realized because of the environmental influence with delay and in indirect forms, and their causes are determined retroactively. Therefore, light is a condition of knowledge and consciousness.

According to G.B. Kleiner, "The leading social sciences – economics, sociology and law – rarely address the problems of interpreting light and colour as specific social markers and indicators of homogeneous agents, groups, relationships, transactions, institutions, processes, spheres of activity. Rather, we can talk about the metaphorical level of their understanding associated with the operation of figurative terms such as "armchair wizard", "blue collar workers", "shadow economy", "transparent structure", "invisible hand", "black box", "blue chips", "brown goods", "green audit", "white knight", "colours of the political spectrum", "high –light", etc. These concepts play a certain role in the development of social sciences, reflecting the versatility of the object studied by them, revealing a wide range of specific forms of its manifestation and serving their positive or negative assessment" (Kleiner, 2008).

The above, concerning the relevance of the problem of the modern economics methodology development, we can define the concepts used.

The gaps, by the way, can destroy education as a social institution.

For instance, digital technologies, advertising the "capabilities" of artificial intelligence, i.e. ignoring the nature of man, his essential properties.

Often the gaps take the form of myths. Traditional ones are:

1. The myth of the invisible hand of the market.
2. The myth of an indicative nature of GDP.
3. Financial economics.
4. Myths on inflation.
5. The myth of the origin of human labour.
6. Education and the Church as social institutions.

Main part

On methodological support of economic research

There is an issue of the gaps occurring, and eliminating of the blind spots; the existence of the gaps as an essential part of the blind spots; as a phenomenon itself.

The economic literature contains various interpretations of the gaps concept. For example, Yaroslav Lisovolik, Chief economist at Deutsche Bank, Russia, in his article "Economics of "black holes" concerns them as several economic processes.

"The virtual economy of the 90s can be perceived as a "black hole" of our development. It is invisible, almost forgotten, but the force of its effect is huge and clearly underestimated. Its influence is based on the continued distrust to the public economic policy, social and economic fragmentation, and high inequality".

He believes that "to escape from the gravitational field of the "black hole", a much greater breakthrough is needed compared to the half-measures that have characterized the changes of recent years and which have been considered quite sufficient until now. Restrictive measures related to deoffshorization (a measure absolutely necessary) will not be enough – as in the 90s, prohibitive measures without proper economic incentives for greater efficiency will not lead to the disappearance of "black holes", but will only strengthen their force of attraction"[1].

Obviously, the point of view of Lisovolik cannot be implemented in terms of the educational space.

Therefore, we will give examples of blind spots in the educational space:

1. The role of education and its functions in forming the future.
2. Syncretic connections of education and science.
3. Mass and elite education.
4. Misconceptions in the content of education in terms of images and patterns of education.
5. The product of the educational sphere as a sphere of production.
6. Artificial intelligence.
7. A unit of measurement in the educational space.
8. Economic time.
9. The role of inflation.
10. Also, there is an issue of the economic management. The first one is the gradation of manageability: a political economist's perspective and the perspective of the institutionalism.

In terms of changing in the quantity of blind spots in different historical periods, we can assert their non-physical factor in the historical process, considering their dual inconsistency in the impact on all subjects of the educational space in economics (Chizhevsky, 1924).

Therefore, reflections on blind spots are very essential in terms of the activity of those who introduce them on their creation. On the one hand, the presence of blind spots focuses on their elimination. It is a contradiction that ensures further development since their elimination.

On the other hand, their presence dramatically declines the current state of the quality of education and poses a threat to the economic security of the institute of education itself. Indeed, blind spots are full of gaps, thereby becoming a source of negative impact on the cultural code of the ethnos.

[1] *Lisovolik, Ya. (2014). The economics of the gaps. Available at: https://krizis-kopilka.ru/archives/12719*

In this case (with a degree of conditionality), the management of the university development can be called the proto management of sustainable development. Moreover, education is a continuous process.

In a number of papers, development is understood as uncomplicated, but updated the educational content. If education is considered as a process of the educational product establishment, then what will we need to update – the production process (technology) or the result of production. After all, a change in technology may occur (for example, the introduction of digital technologies), but it does not consider a qualitative changing of an educational product.

According to the amendments to the Constitution of the Russian Federation introduced on July 1, 2020, it is obvious that the country needs an involving of a new personality (and not a process that is just a production technology) capable of solving the tasks set in the Decree of the President of the Russian Federation "On National Development Goals".

The involving of a new personality should also provide new content of traditional concepts. Therefore, we suggest our understanding of the "training" and "education" concepts.

Learning is the transfer of information and experience of the past.

Education is the formation of the appearance of the present persons.

Faith is the formation of a possible image of the future.

In this context, the blind spots in education today are the content of education; the gaps in these spots are the assessment of education (assimilation of information, repetition of experience).

This paper does not pretend to provide an exhaustive full answer to the question about the "university development" content of the concept. Its purpose is to identify several main attractors that determine the direction of strategizing the tertiary education in Russia in terms of driving the country's economic system, into the "civilizational code" of the economy. V. Vinnikov and A. Nagorny defined the content of the "civilizational code" concept as an analogue of the living organism genome, which is also a specific carrier of information transmitted from previous civilizations to the current ones. In this case, we attempt (using the already traditional method of analysing the higher education) to achieve the formulated goal according to the public programs for the education development.

We emphasize that the structure of mathematical models for such an object as the higher education system is currently unknown. Hence, we use the method of analogies and distinguish three groups of qualitatively different problem situations determined by the corresponding contradictions between the goals, resources, and the existing structure of the higher education system:

1. Contradictions concern with the insufficient provision or resources using.

1.1. The resolution of "goals-resources" contradiction requires a preferential increase in the level of security and use of resources in comparison with the level of goal setting.

1.2. The resolution of "structure-resources" contradiction requires a preferential increase in the level of security and use of resources in comparison with the level of structure progressiveness.

2. Contradictions related to the low level of structure progressiveness.

2.1. The resolution of contradiction of "goals-structure" requires a preferential increase in the progressiveness structure level in comparison with an increase in the level of the goals implementation.

2.2. The resolution of contradiction "resources-structure" requires a preferential increase in the structure progressiveness level in comparison with the level of security and use of resources.

3. Contradictions related to the low level of the goals realisation.

3.1. The "resources-goals" contradiction requires a preferential growth of the goals realisation level in comparison with the provision level growth and use of resources.

3.2. The resolution of contradiction "resources-goals" requires a preferential growth of the goals realisation level in comparison with the growth of the structure progressiveness.

Next, it is desirable to determine the conditions for resolving problematic situations. But this paper does not concern it. therefore, we provide the assessment scheme only (Fig. 1).

It should be emphasized that some blind spots in education owe their appearance to the "critical days" of the country's budget approval process.

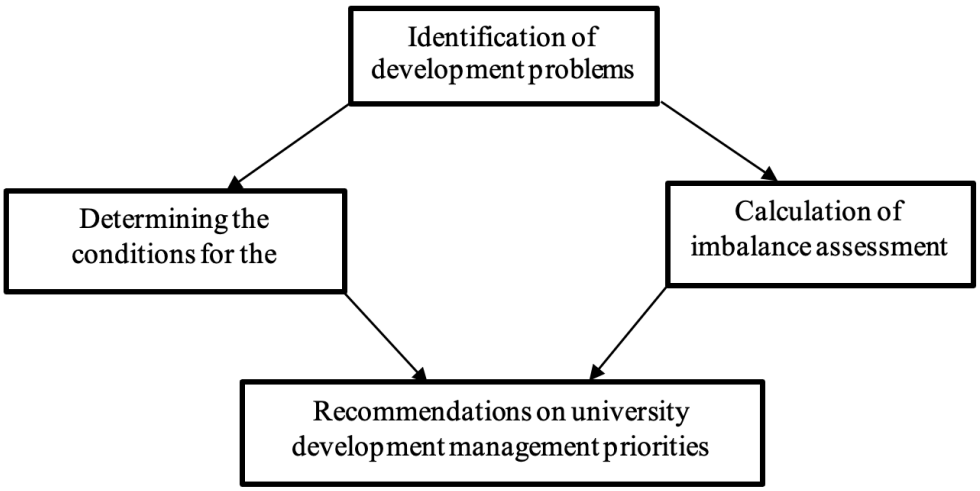

Figure 1. The scheme of calculation of estimates

Source: composed by the author

After all, education is a set of conditions, the perception of which will allow participants to produce the tangible and intangible goods (training), adapt to the rules of communication between people and the corresponding density of communication quality (education), as well as have faith in the future (patriotism) or the meaning of life.

Moreover, the education system is something different from the issues of the current Law on Education. Indeed, it is regularisation of conditions for normalisation of the educational role in obtaining a social educational product.

Nowadays, there are different opinions in the media about this phenomenon. For instance, T. Voyevodina notes that recent events leave no doubt: the country needs a new industrialization. It requires new engineering personnel. Because the old ones leave not only their jobs, but also their lives (Voyevodina, 2023).

The state promptly gave an answer: it allocated 245,983 budget places, mainly for engineering specialties, and mostly in the regions. It provides the enrolees with the higher chances to get a tertial education for free.

But unfortunately, those budget places were not enrolled. Even the admission time was extended, the prestigious engineering universities as MIPT and St. Petersburg Polytechnic University did not take about forty enrolees.

It could be explained from the point of view the graduates. To get an engineering education is more difficult than humanitarian one. Moreover, to pass the Unified State Exam in physics is harder than in social sciences. Also, the advantage of technical education is quite doubt. Nevertheless, there is an issue on industrialization, there are not many jobs with a good salary and a wage supplements. Therefore, the young specialist forced to employ not by his or her speciality. Therefore, many graduates prefer the humanitarian education to the technical one. In general, ordinary people don't care what to do in life. They choose a profession considering external factors, visible (or invisible) employment prospects and earnings.

Thus, we can suggest how to motivate youth to become engineers. It is necessary that the distribution (at least approximate) was not at the end, but at the beginning of the study. For instance, there is a new industrial project – the factory construction; there should be a quota: how many engineers will be demanded there after the construction will be finished. Young engineers should be trained exactly for those vacancies. Moreover, they also should be obliged to employ with a good salary during the next 5 years after graduation from the university. For instance, there was a model of "Phystech system": students complied studying and practice at the scientific or production enterprise under the control of both scientific supervisors and lecturers. There was no "practice" at all; it was the fully integration into the scientific and production process. It provided the leadership of the USSR after World War II.

Indeed, we believe there should be changes of the educational system. Consequently, there is a need to develop engineering education in order to make it prestigious and popular and achieve technical superiority.

We also believe, only engineering specialists could provide the future progress in conditions of modern IT technologies and AI development. There is an issue of recent replacement of many humanitarian professions with AI.

Previously, school was the provider of education. Also, the education was provided by the supplementary education organisations. For instance, many of them were described by Vladislav Petrovich Krapivin (Besedin, 2023). The characters of his novels were engaged in maritime journalism, fencing, fleet history, etc. They dreamed of travelling and discovering. All this created not only a literary, but also a pedagogical effect. Nevertheless, modern situation differs significantly. There is no ideology in modern Russia. However, the ideals were abandoned first. Initially, Soviet ideology persecuted priests, and after 1991, the Soviet heritage was already recognised imperfect. Hence, religion and socialistic ideology were replaced by money and power. The new Russian world was very quickly divided into rich and poor, masters and serves. And everything in it have turned into a service. Especially, education,

following with the corresponding reforms. Education has lost its important fundamental component. There are many issues of that, they are: Teachers' salaries are low. Overcrowding of classes. The need to update both the material base and the teaching staff. Turning studying in high school into training for the Unified State Exam. Bureaucracy.

Conclusion

Unfortunately, the recent events in the political and economic life of the Russian Federation almost eliminated the teacher's authority. Indeed, it is the essence of the "black hole" or gap of the education. Perhaps, if the teacher's status was not lost, there would be no declining attitude towards teachers from the students and parents. In general, people delegated their own children to the social institutions (kindergartens, schools, etc.). It led to children nowadays prefer the use of gadgets over communication with parents. Teachers at schools are not the authorities for children. And a student often begins to possess the tertial education and the education as a whole as unnecessary one.

It is also confirmed with occurring of unprofessional showmen on TV, radio, etc. Mass culture discouraging the students abilities to learn something new. Moreover, many celebrities do the same. For instance, D. Milochin, E. Blinovskaya, etc. Their activity along with activities of the different bloggers discourage yang people. Nowadays, they believe there is no need to study hard for having monthly salary earned by the bloggers for a day.

Hence, to change the current situation in the academia we need to transform the educational system itself. Also, it is not necessary to change our children, but firstly ourselves. There is a need to implement new progressive educational system provided with the valuable knowledge and skills.

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CONFLICT OF INTEREST

The author declares no conflict of interest.

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