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**GEOPOLITICAL FEATURES OF THE POLICY OF FORMING THE
EDUCATIONAL SPACE OF THE NATIONAL STATE**

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Abstract

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Relevance of the dissertation research. The formation and development of the educational space of a nation-state in a globalized world creates a contradiction between the goals of integrating the national educational space into the global educational space and preserving the state's sovereignty, national identity, and value orientations. Therefore, the most important task for a sovereign state is the ability to address issues related to the development of the national education system in the context of ensuring national security. The specifics of geopolitical processes reveal a shortage of modern educational space models relevant to defining foreign policy strategy, socioeconomic development, and ensuring the state's strategic security.

A new world order is emerging, new decision-making centers are emerging, and the world is becoming multipolar. These changes will determine the principles of international stability and security. These geopolitical transformations highlight a challenge directly related to the quality of the national education system.

Education is a dynamic subsystem of society, ensuring its stability, understood as the ability to maintain sustainable economic and social development. The education system of a nation-state, as a subject of international relations, must serve not only as a tool for the formation of human capital but also generate a methodology for responding to pressing issues of national security: sustainable socio-economic development, scientific and technological advancement, and the preservation of educational sovereignty. Geopolitical transformations in the policy of shaping the educational space of a nation-state must highlight the task directly related to ensuring the identity of the education system and upholding national interests. At the same time, the contours of global existence that have truly emerged in the modern world and the cooperative processes of international relations objectively require a synergistic policy for the development of education systems at all levels of their organization and functioning: regional, national, and global.

The primary goal of this transformation was to improve the quality of education by aligning national educational standards with international ones. However, the market-based economic model of education adopted in most Western countries is focused on profit maximization, and this approach generates copies of

the Western educational system on a global scale, limiting the educational and technological sovereignty of competing countries. One of the objectives of such a policy is formulated as the reproduction of a person compatible with the diverse functioning relationships of Western society, who has developed a corresponding mentality, culture, and specific value and political orientations.

In the context of the above, the relevance of this study stems from the need to model the educational space of a nation-state in a multipolar world, one that is based on national interests and ensures its sovereignty. Furthermore, understanding the geopolitical issues that accompany the development of modern education systems is of particular theoretical importance. A common understanding of the goals, objectives, and methods of teaching, conducting research, organizing the transfer of scientific achievements, the specifics of international political interaction in the educational services market, and the principles of its organization and configuration in the near future is essential, with particular attention to the place of one's country or region within the structure of the global educational space.

The current geopolitical situation demands an approach to the formation of a national educational space that will prevent the homogenization of the national component of the education system within the framework of policies dictated by globalization. The quality of governance of the nation-state's education system must be sufficient to ensure its scientific and technological sovereignty.

The above circumstances indicate the relevance of the topic of the dissertation research and predetermine the conceptual basis for the study of international relations in the field of policy for the formation of the educational space of a national state.

The degree of scientific development of the topic. In the second half of the 20th century, special "spaces" emerged that are fundamentally distinct from geographic space, yet are directly linked to it, actively interacting with it, and altering its essential characteristics. These "spaces," in their relationship to geographic space and in the context of the interaction of their parameters with the

provisions of the Russian Federation's political strategy, have become the object of research by N.A. Komleva, A.V. Vozzhenikov, A.A. Prokhozhev, and I.F. Kefeli¹.

These studies coincided with the beginning of interdisciplinary studies of the education system within the framework of political, philosophical, social, economic and management sciences². The nation-state education system began to be viewed as a tool for managing countries' competitive positions in geopolitical space. The problem of shaping a global educational space is linked to the theory of space and the theory of sovereignty (T. Hobbes, G.B. Agabekov, J. Bodin)³; space in the understanding of P. Bourdieu⁴, human capital theory (F. List, T. Schulz, G. Becker)⁵, conceptual foundations of national security (Nazarov V.P., Afinogenov D.A.)⁶.

Since the 1990s, the "international dimension" of educational space has become a focus of psychology and pedagogy. The concept of the international dimension of educational space was formed within the context of the Bologna Process as a geopolitical strategy utilizing the principles of integration and internationalization of educational spaces. The essential characteristics of the internationalization of education became the subject of consideration in the works of Pisareva L.I., Dzhurinsky A.N., Izgarskaya A.A., Chernykh S.I., Klyachko T.L., Krasnova G.A.⁷.

¹ General Theory of National Security / Under the general editorship of A.A. Prokhozhev. - 2nd supplemented edition. Moscow: RAGS Publishing House, 2004.- 324 p.; Komleva, N.A. Several remarks regarding the nature and typology of geopolitical spaces // Space and Time. 2014, No. 1 (15). P. 90-101; Vozzhenikov, A.V. National security: theory, policy, strategy / A.V. Vozzhenikov. - Moscow: Modul, 2000. - 234 p.: ill., table; 21 cm; ISBN 5-7474-0259-5; Kefeli I.F. Theory of World Politics: a textbook for universities / I. F. Kefeli, I. G. Butyrskaya, Z. Z. Bakhturidze, A. V. Vovenda [et al.]. - 3rd ed., trans. and add. - Moscow: Yurait, 2025. - 249 p.

² Antyukhova, E. A. Education as a "soft power" in modern foreign and Russian political science studies // Bulletin of Volgograd State University. Series 4, History. Regional studies. International relations. - 2018. - Vol. 23, No. 4. - P. 197-209.

³ Hobbes, T. Leviathan, or the Matter, Form and Power of the Ecclesiastical and Civil State // Hobbes T. Works: In 2 volumes. - Vol. 2 - Moscow: Mysl, 1991 - P. 134; Agabekov, G. B. Jean Bodin - the founder of the concept of state sovereignty: Scientific and analytical review / [G. B. Agabekov]. - Moscow: INION, 1990. - 44, [1] p.; 20 cm. - (Series "Problems of the state and law abroad". USSR Academy of Sciences, INION).

⁴ Bourdieu, P. Social Space: Fields and Practices. Moscow: Institute of Experimental Sociology; St. Petersburg: Aletheia, 2007. - 576 p.

⁵ List, F. National System of Political Economy. Moscow: Evropa, 2005. 382 p.; Schultz, Theodore W. Investment in human capital: the role of education and of research. N.Y., 1971; Becker, G. Human behavior: an economic approach. Selected works on economic theory. Moscow: GU-HSE, 2003. 672 p.

⁶ Afinogenov, D. A. Methodological foundations for the formation of state policy in the field of protecting national interests of the Russian Federation: monograph / D. A. Afinogenov. Moscow: Federal State Budgetary Institution Scientific Center for Political Studies under the Ministry of Justice of Russia, 2012. - 132 p.; Nazarov, V. P., Afinogenov, D. A. Problems of the development of a general theory of national security in the context of adjusting the National Security Strategy of the Russian Federation // Vlast. 2020. Vol. 28. No. 1. P. 9-19.

⁷ Pisareva, L.I. National and international in the global educational space: development dynamics // School technologies. 2019. No. 4. pp. 29-37; Dzhurinsky, A.N. Internationalization of higher education: cooperation between

The features of the development of global and national education are studied by Beregovaya O.A., Belyanina I.V., Dzyuban V.V., HeatherEggins and others⁸.

Of greatest interest, from the point of view of the degree of development of the issues under study, are the works of Russian authors V.I. Baidenko and V.I. Soldatkin⁹. The Research Center for Quality of Specialist Training conducted a structural and functional analysis of a set of interconnected federal state educational standards (FSSES) and the core educational programs (CEPs) implementing them, aligned with the qualification structure of the European Higher Education Area (bachelor's/master's/doctoral). Ya. I. Kuzminov, A. I. Subetto, and V. M. Filippov made significant contributions to the study of the development of methodological foundations for ensuring the unity of the educational space and the quality of higher professional education in Russia, as well as its structural dynamics¹⁰.

However, researchers have overlooked the critical importance of the competencies designed for Russian higher education in the Federal State Educational Standards (FSSES) for the continuum of national identity, as part of the alignment of European educational structures with the principle of diversity: gender, ethnic, religious, and social. This is precisely why the study results of a comparative

Russia and China // *Humanities and education*. 2020. Vol. 11. No. 1 (41). pp. 34-40; Izgarskaya, A.A., Chernykh, S.I. Internationalization of science and education as a global process: a world-system approach // *Discourse*. 2019. Vol. 5. No. 6. pp. 42-56; Klyachko, T.L., Krasnova, G.A. Export of higher education: state and prospects in the world and in Russia // *Economics of science*. 2015. Vol. 1. No. 2. pp. 102-108.

⁸ Belyanina, I.V., Redina, S.V. Russian education in the context of globalization // *Economics of education*. 2021. No. 1 (122). P. 27-33; Dzyuban, V.V. Philosophy of education and upbringing systems in the context of globalization based on the experience of European countries // *Arkhost*. 2021. No. 2 (23). P. 11-16; Higher education in the next decade: global challenges, future prospects / edited by Heather Eggins, Anna Smolentseva and Hans de Wit. Leiden; Boston: Brill Sense, 2021. 362 p.; Beregovaya, O.A., Kudashov, V.I. Internationalization of higher education in the context of globalization // *Prospects of science and education*. 2019. No. 3 (39). P. 31-43; McKenzie, Marcia; Aikens, Kathleen Global education policy mobilities and subnational policy practice // *Globalisation, societies and education*. 2021. Volume 19: Number 3; pp. 311-325.

⁹ *The Bologna Process: Halfway There* / Ed. by Dr. of Pedagogical Sciences, Professor V. I. Baydenko. – Moscow: Research Center for Problems of the Quality of Specialists Training, Russian New University, 2005. – 379 p.; *The Bologna Process: Search for Commonality of European Systems of Higher Education (TUNING Project)* / Ed. by Dr. of Pedagogical Sciences, Professor V. I. Baydenko. – Moscow: Research Center for Problems of the Quality of Specialists Training, 2006. – 211 p.; Soldatkin, V. I. *Modern State Educational Policy: Social Imperatives and Priorities: Abstract of a PhD thesis in Political Science*. Moscow, 2000.- 52 p.

¹⁰ Kuzminov, Ya. I. Prospective structural differentiation of Russian higher education / Federal reference book. *Education in Russia*, Vol. 10. Moscow: NP "Center for Strategic Partnership", 2014. - Pp. 229-235; *Organization, levels and qualifications of education in foreign countries* / edited by V. M. Filippov, Moscow: Center for Comparative Educational Policy, 2004. 416 p.; Subetto, A. I. *Formation of a scientific and educational society in Russia - the goal of the new educational policy: monograph* / Under the scientific editorship of Vorontsov A. V. - St. Petersburg: Asterion, 2022 - 64 p.

analysis of educational policies in the European Union, the USA and Russia, which are the subject of the works of Volovik I.V., Denisenkova N.N., Demchenko V.I., are significant¹¹, allowing us to analyze the threats of globalization for national education systems in terms of both teaching and upbringing.

Another important area of research for this study is the impact of education on societal resilience and mobility. This area was further developed in the research of a team led by I.D. Froumin¹², which considers the spatial-temporal models of educational organizations, as well as various precedents of public-government governance in education, as the institutional context of education. In the public policies of most countries, it is precisely the solution to educational problems, as argued by O.F. Shabrov, M.A. Gorshkov, and N.M. Rozanova¹³, is considered as the basis and integral part of its scientific and technological policy, ensuring global dominance.

"The development of proposals for deepening the integration of the educational space and the economy, including within the framework of innovation systems, international technology transfer and university-industrial cooperation that meet the national interests of the member states of the EAEU, SCO and BRICS, became possible thanks to the work of such scientists as Zhuang Tao, Zhou Zhixia, Li Qingjun, Russian researchers Perskaya V.V., Popodko G.I., Nagaeva S.N., Popadyuk T.G., Myagkova E.Yu., Poltorykhina S.V., Eskindarova M.A.¹⁴.

¹¹ Denisenkova, N.N. Education Policy in the USA and Russia at the Beginning of the Twelfth Century: A Comparative Analysis: Abstract of a Cand. Sci. (Polit.). Moscow, 2009, 30 p.; Demchenko, V.I. Formation and Evolution of the Concept of Political Socialization in American Political Science: Abstract of a Cand. Sci. (Polit.). Saratov, 2006, 28 p.; Volovik, I.V. Sociocultural Aspects of Reforming Russian Education in the Context of European Integration: Abstract of a Cand. Sci. (Phil.). Moscow, 2007, 26 p.

¹² Frumin, I.D. Theory and Practice of Democratic Education. Author's Paper. Doctor of Pedagogical Sciences. 2001. 36 p.

¹³ Shabrov, O.F. Education as a concentrated expression of policy / O.F. Shabrov // Problem analysis and public administration design: political science, economics, law. - 2013 - No. 1.; Rozanova, N.M. Competitive education in the third millennium: QUO VADIS? // World Economy and International Relations. 2020. Vol. 64. No. 11. Pp. 23-30; Konstantinovskiy, D.L., Voznesenskaya, E.D., Dymar, O.Ya. et al. Education as an innovative resource of Russia // Russia in global processes: search for prospects / ed. M.K. Gorshkov. Moscow: Institute of Sociology, Russian Academy of Sciences, 2008.

¹⁴ Perskaya, V.V., Eskindarov, M.A. Integration in a Multipolar World. Evolution of Theory and Implementation Practice. Moscow: Economica, 2016. 383 p.; Zhuang, Tao; Zhou, Zhixia; Li, Qingjun University-industry-government triple helix relationship and regional innovation efficiency in China // Growth and change. 2021. Volume 52: Number 1; pp 349-370; Popodko, G.I., Nagaeva, S.N. Conditions for the implementation of the "triple helix" model in resource-based regions // Issues of Innovation Economics. 2019. Vol. 9. No. 1. pp. 77-96; Popadyuk, T.G. Implementation of the "triple helix" concept in the national innovation system of Russia: institutional aspects // Self-government. 2019.

The main American theories of international relations—structural realism, neoliberal institutionalism, and structural constructivism—are based on the idea of international community as an object. In the object-based approach of society theory, developed by the English school, international community is constructed primarily as a subject, and identity, shaped by the social practices of the educational system, is defined within the various categories of competing national schools of psychology. In the worldview of Western politicians, a conflictual dialectic prevails in shaping international relations.

This scientific factor was reflected upon by E.N. Grachikov. He drew attention to the approach of the Chinese school of international relations theory, which views the international community as a process of complex inter-subject relationships in flux. Qin Yaning, Yan Xuotong, and Zhao Tingyan emphasize the special role of the education system in the transformational processes of geopolitical space in the era of globalization¹⁵. They study the processes and complexity of relations in the international community¹⁶.

Adaptation based on structural changes is a special case of management with stable goals. In our case, the goal is to ensure national interests, such as educational sovereignty. V.F. Venda pointed out in his works that when system parameters are expected to fall outside a certain range, for example, due to the loss of technological sovereignty, the system can adapt by changing its structure and mode of operation—a strategy¹⁷. But so far the homeostatic structural potential of the national educational space has remained unclaimed.

Vol. 2. No. 4 (117). P. 272-275; Myagkova, E. Yu. The Triple Helix Model: Theoretical Origins and Evolution of Ideas about the Interaction of Business, Education, and Government // *Science and the World*. 2019. Vol. 1. No. 5 (69). P. 58-62; Poltorykhina, S.V. University as a Key Element of the Core of the Innovation Ecosystem // *Bulletin of the North Caucasus Federal University*. 2021. No. 2 (83). P. 107-110.

¹⁵ Grachikov, E.N. *Geopolitics of China: Egocentrism and the Space of Networks*. Moscow, 2015. 234 p.; Grachikov, E.N. *Chinese Theory of International Relations: Formation of a National School*// *International Processes*. 2016. No. 3. Pp. 68-80; Grachikov, E.N. *Chinese School of International Relations: The Right to Methodological Self-Awareness*// *World Politics*. 2017. No. 1. Pp. 47–65.

¹⁶ Yaqing, Qin. *Relationality and Processual Construction: Bringing Chinese Ideas into International Relations Theory* // *Social Sciences in China*. 2009. Vol 30. № 4. P. 5-20; Yan X. *Ancient chinese thought, modern chinese power* / ed. by D.A. Bell, Sun Zhe. Princeton, 2011. 311 p.; Tingyang Zhao. *A Political World Philosophy in Terms of All-Under-Heaven (Tian-Xia)* // *Diogenes*. 2009. Vol. 56. № 1. P. 5-18.

¹⁷ Venda, V.F. *Hybrid Intelligence Systems. Evolution, Psychology, Computer Science*. – Moscow: Mashinostroenie, 1990. – 448 p.

To preserve national sovereignty, it is objectively necessary to maintain the continuity of development trends in the education system, ensured by the methods of using the structural potential of the educational space, developed by Yu. M. Gorsky¹⁸, whose works can be used in developing homeostatic principles for the policy of shaping the educational space of a nation-state integrated into the emerging multipolar world. Ideas that develop an understanding of harmony, put forward by A.M. Stepanov, A.G. Teslinov, and V.B. Titov¹⁹ have become important for ensuring national security by improving public administration of the national educational space.

The problematic situation is the existence of a contradiction between the need to ensure positive competition between national education systems in a multipolar world and the lack of development of such principles of geopolitical interaction between states that would ensure the possibility of scientific and technological development and the preservation of educational sovereignty, norms, traditions and values based on the realization of the homeostatic potential of the educational space.

Object of study: policy of forming the educational space of a national state in the context of global strategic instability of the world order.

Subject of research: special principles and mechanisms of policy for preserving the integrity of the educational space of a national state in a global world.

Purpose of the study: Develop a policy model for the formation of the educational space of a national state in the form of a structure of nested balances, the maintenance of which allows for the transformation of the national education system in a multipolar world without the loss of educational sovereignty.

To achieve the aim of the study, the following objectives were set **tasks:**

¹⁸ Gorsky, Yu.M. Fundamentals of Homeostatics. (Harmony and Disharmony of Living, Natural, Social and Artificial Systems) Irkutsk: Publishing House of IGEA, 1998. 337 p.

¹⁹ Gorsky, Yu.M. Homeostasis: Harmony in the Play of Contradictions / Yu.M. Gorsky, A.M. Stepanov, A.G. Teslinov. - Irkutsk: Reprcenter, 2008.-633 p.; Titov, V.B. Elementary Dialectical Models of Conflict // Conflictology of the XXI Century: Ways and Means of Strengthening Peace: Proceedings of the Second St. Petersburg International Congress of Conflictologists. St. Petersburg, October 3-4, 2014 - SPb.: Institute of Philosophy of St. Petersburg state University, 2014. - P. 142-145.

– to substantiate the peculiarities of the integration of educational spaces of national states as a source of contradictions in socio-economic and political development;

– identify the risks of integrating national education systems into the global educational space;

– to develop a conceptual approach to the policy of forming the educational space of a national state with the peculiarities (possibility) of defining educational sovereignty based on the homeostatic theory of state relations in the educational sphere;

– to analyze the structures of balances of the policy for the formation of the educational space of a national state, integrated into the modern configuration of the global educational space;

– to build a geopolitical model of continuous cooperative interaction between national educational spaces, taking into account the specific features of the transformation of the global educational space;

– to substantiate the feasibility of the proposed set of specific principles for the policy of forming the educational space of a national state.

Theoretical basis The research includes: the theory of international relations, geopolitical world order, geopolitical doctrines (the formation of a multipolar world and increasing geopolitical competition), the theory of internationalization of education and the principles of maintaining the integrity of the educational space, the cognitive structures of Western (conflict) dialectics and Chinese (complementary) dialectics (Hegel G.V.F., Yanin Ts.)²⁰; theory of space and theory of sovereignty (J. Bodin, T. Hobbes)²¹; organizational theory of A.A. Bogdanov, theory of structural constructivism²², Qin Yaning's relational theory of international

²⁰ Grachikov, E.N. Chinese School of International Relations: Towards Grand Theories: Monograph / E.N. Grachikov. - M.: Aspect Press Publishing House, 2021. - 304 p.

²¹ Hobbes, T. Leviathan, or the Matter, Form and Power of the Ecclesiastical and Civil State // Hobbes T. Works: In 2 volumes. - Vol. 2 - Moscow: Mysl, 1991 - P. 134; Agabekov, G. B. Jean Bodin - the founder of the concept of state sovereignty: Scientific and analytical review / [G. B. Agabekov]. - Moscow: INION, 1990. - 44, [1] p.; 20 cm. - (Series "Problems of the state and law abroad". USSR Academy of Sciences, INION).

²² Bourdieu, P. Sociology of Politics. - M.: Socio-Logos, 1993. - 347 p.

relations; Zhao Tingyan's concept of the world institution²³; homeostatic theory (Wiener N., Gorsky Yu.M., Selye G.)²⁴, Theory of national interest and general theory of national security (Afinogenov D.A., Prokhozhev A.A.)²⁵, models of nested balance systems (Titov V.B.)²⁶.

Methodological basis. The methodological basis of this work is the object-oriented (conflict) approach of the English school of international relations and the process-oriented (harmonious) approach of China's political-philosophical traditions. Grounded theory (Strausse A., Corbin J.) is also used²⁷, which conceptually explains the construction of a geopolitical model using qualitative data analysis; systems analysis - for modeling the education system of a nation state and analyzing the integrity of its educational space; structural and functional analysis, which was used to analyze the normative and substantive-procedural foundations of the studied phenomena and processes of the education system, evidence of the coherence of the national educational space; historical and chronological analysis, which allows us to demonstrate the main stages of the internationalization of the educational space; the comparative method is used to compare the key characteristics and features of the development of the educational spaces of Western and Eastern states, and also allows us to identify points of contact between the concepts of the development of the education systems of national states in a multipolar world.

²³ Grachikov, E.N. Chinese School of International Relations: Towards Grand Theories: Monograph / E.N. Grachikov. - M.: Aspect Press Publishing House, 2021. - 304 p.

²⁴ Wiener, N. Cybernetics and society: Collection / N. Wiener; [transl. from English V. Zhelninov]. - Moscow: AST, 2019. - 288 p.; Gorsky Yu.M., Stepanov A.M., Teslinov A.G. Homeostatics: harmony in the game of contradictions. Irkutsk, 2008. - 633 p.

²⁵ Afinogenov, D. A. Methodological foundations of the formation of state policy in the field of protecting national interests of the Russian Federation / Afinogenov Dmitry Alexandrovich. Monograph. - M.: Triumph, 2012.- 131 p.; Prokhozhev A.A. Who is to blame and what to do? / A.A. Prokhozhev. Monograph. - M.: Publishing House IKAR, 2018.- 156 p.

²⁶ Titov, V.B. Elementary dialectical models of conflict /V.B. Titov // Conflictology of the XXI century: Ways and means of strengthening peace: materials of the Second St. Petersburg International Congress of Conflictologists. St. Petersburg, October 3-4, 2014. - Spb.: Institute of Philosophy of St. Petersburg state University, 2014. - P. 142-145.

²⁷ Strause, A., Corbin, J. Fundamentals of Qualitative Research: Grounded Theory, Procedures, and Techniques / Translated from English and afterword by T. S. Vasilyeva. - Moscow: Editorial URSS, 2001 - 256 p.

Empirical basis the research includes national and international regulatory legal acts²⁸; conceptual provisions of international relations and foreign policy of Russia²⁹; Russian state documents regulating the development of education in the country; legislative acts defining the conceptual, substantive, and procedural components of the internationalization of the educational space, as well as regulating these processes at the national, global, and institutional levels; analytical materials from international cultural, educational, and public organizations whose activities are aimed at implementing the ideas of internationalization in education (UNESCO, OECD, Council of Europe, European Information and Documentation Network on Education)³⁰.

Research information bases the study compiled data from Russian periodicals, websites of the Council of Europe, the UN, the World Trade Organization, Eurostat, Rosstat, the Government of the Russian Federation, the UNESCO Institute for Statistics, the International Monetary Fund, the World Bank, the World Economic Forum, and research papers on higher education and science. Statistical data for the study on education were taken from the Institute of Social Sciences and the Institute of Law and National Security of the Russian Presidential Academy of National Economy and Public Administration (RANEPA).

Research hypothesis: the existence of a geopolitical model for the policy of forming the educational space of a national state based on the features of the homeostatic principles of the functioning of the structure of nested balances will ensure the continuity of education and preserve the integrity of the educational space of Russia in the process of international competition.

²⁸ Constitution of the Russian Federation. Moscow, 1993 (with amendments approved during the vote on October 4, 2022); Federal Law of November 9, 2020 N 365-FZ "On Amendments to the Federal Law "On Security" Moscow, 2020.; Federal Law of June 28, 2014 N 172-FZ (as amended on July 31, 2020) "On Strategic Planning in the Russian Federation"; Decree of the President of the Russian Federation of July 2, 2021 N 400 "On the National Security Strategy of the Russian Federation"; Decrees of the President of the Russian Federation V.V. Putin of May 7, 2018.; Message of the President of the Russian Federation to the Federal Assembly of the Russian Federation. Moscow, 2023.

²⁹ Decree of the President of the Russian Federation of March 31, 2023 No. 229 "On approval of the Concept of Foreign Policy of the Russian Federation" [Electronic resource] // Access mode: <https://www.http://www.kremlin.ru/acts/bank/49090> (Accessed: 05/20/2023).

³⁰ Federal Law of the Russian Federation of December 29, 2012 No. 273-FZ (as amended on June 11, 2022) "On Education in the Russian Federation" [Electronic resource] // Access mode: <https://www.http://www.http://www.kremlin.ru/acts/bank/36698> (Accessed: March 31, 2019).

Scientific novelty of the research consists of:

1. In identifying a previously undistinguished fundamental difference in the methods of integrating national educational spaces into the global educational space: through the involvement (homogenization) of the national educational space, and through the investment (ingression) of the educational space, which leads to opposite geopolitical results.
2. In establishing the reasons for the emergence of imbalances in the national interests of states in the process of globalization of the educational space, depriving the education system of national characteristics and properties, the possibility of preserving the national diversity of educational models to ensure sustainable, progressive and continuous socio-economic development.
3. In determining the theoretical significance of applying the principle of nested balances in the process of designing the integrity of the educational space of a national state in the presence of geopolitical contradictions based on divergence of political and ideological interests, confrontation in spheres of influence and control over resources.
4. In justifying the application of the principle of equivalence of liberal innovations and conservative norms - with innovations limited by norms and traditions - in the implementation of international policies for the formation of educational spaces and the preservation of the sovereignty of the national state.

The main scientific results obtained by the author:

1. The assertion is substantiated that the openness of national education in the context of globalization is a source of contradictions in the development of the national education system, its functional stability (properties of observability, controllability, continuity) and structural stability (properties of integrity, coherence, continuity) (Items 1.3 of the Passport of the specialty 5.5.4).
2. The risks of loss of structural and functional sustainability of the national education system during integration into the global educational space based on the principle of homogenization have been identified: commercialization of educational services; implementation of projects without regard for national interests; export of

intellectual property; inclusion of national universities in global networks without regard for the specifics of the national education system; expansion of cooperation in the field of nostrification of higher education diplomas, academic degrees and titles, without creating conditions for the return of intellectual property. (Clause 3.4 of the Specialty Passport 5.5.4).

3. A conceptual approach has been developed to the policy of forming a national educational space as a holistic homeostatic system of relations, allowing for the unification of the geopolitical trend of integration into the educational sphere of the global community with the trend of decentralization of education within the framework of ensuring educational sovereignty. (Items 3, 4 of the Specialty Passport 5.5.4).

4. Models of the structure of the educational space in the emerging multipolar world have been developed. Based on the observability of contradictions between elements of the educational space, the structural and functional stability of the national education system as an integral component of the international education system is ensured. (Clause 5.11 of the Specialty Passport 5.5.4).

5. A geopolitical model of continuous cooperative interaction between national educational spaces has been developed, and a set of policy principles for the formation of the educational space of a national state within a stable coordinate system with a geopolitical dimension has been substantiated. Guided by this model, the national state will ensure the integrity of its educational space: balance, regulated dynamics, connectivity, and openness; the equivalence of norm and variation, while limiting variation to the norm. (Clause 5.8 of the Specialty Passport 5.5.4).

6. The proposal to use political instruments for structural change (coercion) of the environment in the form of a set of principles of policy for the formation of the educational space of a national state, which make it possible to ensure the protection of national interests and sovereignty of Russia in the field of education, is substantiated (clauses 5.19 of the Passport of specialty 5.5.4).

Provisions of the dissertation research submitted for defense:

1. The integration of the national educational space into the global educational space of the international community poses a unique challenge to national security, posed by the risk of losing the structural and functional stability of the national state's education system and the loss of educational sovereignty. In the context of globalization, the openness of national education, unconstrained by national interests, poses obstacles to the development of the national education system, its functional stability (implementation of the properties of observability, controllability, and continuity), and its structural stability (implementation of the properties of integrity, coherence, and continuity) (Sections 1.3 of the specialty passport 5.5.4).
2. The homeostatic structural mechanism of the national educational space, implementing a special exploratory function for adapting the Russian education system to the global educational space within the framework of ensuring educational sovereignty, allows for the risks of losing the structural and functional stability of the national education system and the tendency toward the erosion of national interests and values to be limited by national interests. Such risks arise from the implementation of the principle of homogenization of international society: the commercialization of educational services; the implementation of projects without regard for national interests; the export of intellectual property; the inclusion of national universities in global networks without regard for the specifics of the national education system; the expansion of scientific and technological cooperation without creating conditions for the return of intellectual property. (Clause 3.4 of the Specialty Passport 5.5.4).
3. Developed based on the principle of ingression (A.A. Bogdanov), special structures that strengthen systemic connections in conflicting environments, in the form of nested balances, substantiate a conceptual approach to the policy of forming a national educational space as a holistic homeostatic system of relations, allowing for the unification of the geopolitical trend of integration into the educational sphere of the global community with the trend of decentralization of education within the

framework of ensuring educational sovereignty. The geopolitical features of the policy of integrating the global community into the educational sphere consist in the implementation of equivalent principles of hierarchy and network, conditioned by the interaction of "hard" (normative conservative) and "soft" (variable liberal) forms of educational policies, which allow for the formation of the configuration of the educational space of the national state in accordance with its national interests. (Items 3.4 of the Passport of Specialty 5.5.4).

4. The unity of the educational space of the national state, including Russia, in the new geopolitical conditions is realized on the basis of a geopolitical model of continuous cooperative interaction, developed taking into account an integral set of special homeostatic principles: the principle of balance of economic and national interests; the principle of nested balances of interests of educational organizations; the principle of the equivalence of the state educational programs implemented by them and the principle of limiting the variability of educational programs by the requirement of the implementation of a sufficient set of generalized labor functions of professional competencies necessary to ensure national interests, educational and scientific-technological sovereignty of the country. (Clauses 5, 11, 19 of the Passport of specialty 5.5.4).

Theoretical significance of the work consists in the formalization of integration mechanisms for ensuring educational sovereignty, which are consistent with the strategic national priorities of Russia's socio-economic development and strategic goals for strengthening international partnership in the context of emerging multipolarity.

Practical significance of the work lies in the possibility of using policy models for the formation of the educational space of a national state in the form of a structure of nested balances for the development and implementation of Russia's geopolitical strategies in the field of education by analytical departments of the Ministry of Foreign Affairs of the Russian Federation (Department for New Challenges and Threats, Department of Foreign Policy Planning), structures of the Ministry of Science and Higher Education of the Russian Federation (Department

of State Policy in Higher Education, Department of Information Policy and Comprehensive Security, Department of State Policy in Scientific and Technological Development), the Department for the Integration of the National Education System and International Cooperation of the Ministry of Education of the Russian Federation in the development of national strategies for the development of education systems within the framework of international unions and international associations.

Validation of research results. The main provisions and conclusions of the dissertation research were presented in the form of reports and speeches at international and all-Russian scientific and practical conferences, including: VI Scientific Snesev Readings (Moscow, February 9, 2019, Institute of Law and National Security of RANEPa); VII Scientific Snesev Readings (Moscow, February 8, 2020, Institute of Law and National Security of RANEPa); XII Scientific Snesev Readings (Moscow, February 27, 2025, Institute of Law and National Security of RANEPa); V International Scientific Conference of Students and Postgraduates "Speran Readings" (Moscow, December 11, 2019, Institute of Law and National Security of RANEPa).

On the topic of the dissertation research, 19 scientific articles with a total volume of 11.64 pp were published, including 11 articles in scientific journals included in the list of the Higher Attestation Commission of the Ministry of Science and Higher Education of the Russian Federation and included in the list of publications recommended by the Academic Council of RANEPa.

The dissertation work includes an introduction, two chapters, six paragraphs, a conclusion, a list of used sources and literature, and appendices.