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**Ryszard Kucha  
and Henryk Cudak**

**European ideas  
in the pedagogical  
thought: from national  
to supranational  
points of view**

**Some totalitarian aspects**

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## Integration of Ethnic and Citizen Identity: Pro and Contra of Cultural-Educational Policy in Russia

**Abstract:** This article is dedicated to a study of the features of cultural and education policy in contemporary Russia. The problems and contradictions of innovative processes in national culture and education in the context of globalization are analyzed. Value principles of modernizing management of culture and education are outlined. The issue is examined of the compliance of the strategy and tactics of cultural and education policy with solving the tasks of developing democratization, preserving the integrity of the cultural and education space of the country, integrating the ethnic (ethno-cultural) and civic (national) identity as the basis for establishing civil society. The features of the modern development of culture and education are examined in the context of ethnological and culturological studies of the ethnos, the ethnicity, ethnic identity and polyculturalism. There is a critical analysis of the cultural-education situation in the sphere of preserving and developing the cultures and languages of the indigenous minorities of the North, Siberia and the Far East of Russia, describing the level, scientific justification and effectiveness of cultural-education policy.

**Key-words:** cultural and education policy, cultural and education space, management of culture, management of education, ethnicity, ethnic identity, civic identity, ethno-regional identity, polyculturalism, modernization of education, democratization, civil society, globalization, homogenization, commercialization, consumer ideology, indigenous minorities of the North, Siberia and the Far East.

The cultural-educational policy, its conceptual and value foundations, its state and efficacy – all these can be regarded as some of the most pressing issues of the development of the contemporary Russian society and Russian statehood. Incidentally, a considerable number of ‘concepts’ – documents intended to regulate the system of culture and education management - developed in recent years at Russian ministries and departments, confirm this. They include *‘Concept of Modernization of the Russian Education for the Period until 2010’*;

it also needs to be remembered that different components of this syncretic unity have a different degree of preservation, a different potential for "extrapolation" into modern culture, into the modern cultural-education space. Both the degree and nature of modernization here may be extremely different. The problems of preserving language and culture should be examined above all in the context of a common policy towards northern regions, including a solution to a range of issues of socio-economic, ecological, legal and ethno-cultural content.

At the same time, the problem of preserving and developing *ethnic identity* should be understood, in our opinion, as a key one for solving the problem of forming *a civil and nationwide identity*. Only in this case can we talk of the real preservation of traditional cultures and languages of the indigenous minorities of the North in the situation of growing globalization.

This is the socio-cultural reality, the state of which should to a significant degree be determined by the scientifically justified, considered and practically oriented cultural-education policy of the Russian state.

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