

Some Social Foundations of Modern Higher Education Development Issues

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ABSTRACT

The topicality of the research presented in the article is determined by the fact of educational area, on the whole, and higher education, in particular, aiming at the main factor of social progress - human resource evolution, the latter being direct investment in a man. The purpose of the article is to reveal some key social problems higher education development faces nowadays. Lead method of the study is socio-philosophical analysis, aimed at revealing key questions and contradictions in the system of higher education development, and in higher technical education, in particular. These questions analysis let the researchers point out and reveal acute contradictions between the aspirations of society, on the one hand, and actual results of higher education system functioning, on the other hand. To settle the argument one needs to modify the system of higher education graduates training, including higher technical institution.

KEYWORDS

Higher education; systematic approach; socio-professional status; higher education institution potential; personality professionalization

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Introduction

Urgency of the problem

There are some basic modern mankind evolution factors, the society being accepted in social sciences as postindustrial, such as constant self-improvement of a man, and mighty breakthrough in technology area committed by him. Maturity of any modern state and nation is measured by human potential and technology level. Hence, many problems of socio-economical development of states are solved by highly qualified personnel and human resource development. Moreover, it is the main requirement of integrating a country into a world socio-economic space. Current world situation sets a high standard to higher educational professional training. Higher education faces a set of problems to solve. It demands profound changes and crucial reformations of the sphere of graduates training.

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Therefore, any global modern society problem settlement is connected with the solution of tasks in educational area and qualified personnel training. Obviously, this connection is of a bilateral character. Economic and socio-political settlement depends on educational and socio-professional potential of our society formation and reproduction efficacy. Whereas, to solve educational problems of qualified personnel training is to provide the fundamental shifts in other spheres of state activity. In addition, higher education social institution is unique in being the tool of supplying the needs of the state in specialists of material production, science and culture, but the system of education as well.

Materials and Methods

Methodological and theoretical foundations of the research are determined by the structure of investigation and peculiarities of its subject.

The scholars use the following theoretical, empirical methods: observation, comparison, analysis, synthesis, generalization, induction, deduction. Lead method of the investigation is socio-philosophical analysis used to have revealed a backlog of unsolved key issues and contradictions in a modern higher education system, and in higher technical education, in particular.

The insight of social factors of modern higher education system development nature was fulfilled by means of the arsenal of social philosophy, sociology, education science. The direct heuristic foundation of the analysis is presented by the main regulatives, such as objectivity, historicity, full consideration of the subject, historicity and specificity.

Results

Comparing potential prospects created by a set of higher educational institutions with the current state of affairs in the sphere of socio-economical development of the country, and within the system of education, gives proofs to the existence of acute contradictions between the expectations of society, on the one hand, and actual results of higher education functioning, on the other hand. To find a solution to the problem, one needs to transform the whole system of training of the graduates, including the representatives of higher technical education.

The analysis of higher education reformations accumulated data, testifies to insufficient investigation being the main reason of non-fulfillment of managerial solutions on methodological, conceptual, empirical levels. Other reasons for this phenomenon to exist are as follows: the absence of systematic approach when carrying out the research, and drawing conclusions, neglecting the demands of society and concrete opportunities of personnel training system to satisfy those demands, and undoubtedly, the absence of growing rapidly market relations peculiarities recordings in economy. The latter is the most important, as the attempts to solve social problems of higher education development, under a free market economy, give ambiguous results.

Educational system development under new circumstances is determined mainly by the personnel, capable of creative innovation activity and a qualified specialists structure, meeting the requirements of modern public production demands, advancing in modern market environment (Kayumov, 2007).

Previously, higher education institutions producing graduates on a large scale, guaranteed job placement due to their diplomas, and, consequently, a certain socio-professional status, thus promoting the increase of educational level of the

population and intellectual potential reproduction of the society. Today, we have no guarantees. Therefore, the possibility of social status claims satisfaction and personal motivation is not present. Before, it was definitely connected with getting higher education. These are the motives, according to many studies undertaken, are dominating, and, as a rule, determine the quality of the ultimate outcome of educational institution professional training. Accordingly, the loss of circumstances for their fulfillment and the absence of new alternative social stimuli to get higher education, higher education institution, under modern circumstances, faces the dilemma: either to regenerate into an elite system of education, or to find opportunities for satisfying social claims of a person, studying at any higher educational institution.

The first variant of solving the dilemma, probably, would entail the complex of consequences that may lead to irreversible results. Firstly, the objective function of the system may be deformed, being oriented not on the effective reproduction of social and professional potential of society, on the whole, and, eventually, on deepening the gap of intellectual, professional and moral superiority between the representatives of certain social communities and other subjects of social production. Secondly, this will entail a barrage of commercialization of educational system, thus reducing the social composition of its students.

The implementation of the second variant requires fundamentally different relations between higher education institutions and environment, keeping the previous objective orientation. Market locks up the system of education in rather rigid limits. Under such circumstances the implementation, ensuring socio-professional motives and personal claims is possible only on the assumption of graduate's high competitive ability. Therefore, the principle of connection and active cooperation of educational institutions with environment, rapid reaction on its various changes, the principle of adequate satisfaction of social production needs of different professions representatives and the adequate level of their training are the key elements oriented on effective productivity of society intellectual and professional potential.

The brief analysis presented proves the existence of the problem, the solution of which, in many respects, determines social effectiveness of higher education system transformation: the problem of objective and continuous production needs broadcast, i.e. the specialists' qualification requirements. Obviously, the solution is possible, only if the system of direct and reverse informational channels of communication and interaction between the "producent" (higher educational institution) of the product (professionals) and human resources consumers (enterprises) is built. Undoubtedly, the process of graduates training correcting, being parallel with changes in the target enterprises and new demands for their qualification gives no simultaneous results. The specialists of the demanded level cannot emerge right now. Therefore, the information channels system "Higher education institution-Production" should provide comprehensive coverage of the information needed to build sufficient predicative models of production development and its staffing requirements to shape the university development planning (Kurlov, 1995).

All these shows the need for new concepts of cause-and-effect relations of the system with environment, its activity and development principles.

Traditional paradigm of the soviet system staff training was based on the following major principles: administration management, planning its development

“from the above”; education ideologization; graduates niche specialization and some others. The fulfillment of those principles resulted in colossal overproducing of engineers; level and skills profile discrepancy of production requirements; inadequate application of specialists; engineering professions catastrophic prestige decline.

All reformations of technical educational institutions, including the recent ones, didn't cause any considerable positive changes, since they didn't touch upon the fundamental components of the paradigm, namely the character of the interaction with the environment and the mechanisms reacting to its changes. Therefore, the renewed principles of the higher education institution development should be based on the primacy of advancement oriented towards the constant reorganization of its elements, required for keeping its external ties and relations with the environment at an optimal level.

Apparently, amid new economic and social changes, the complex of external factors influencing the personnel training system is being modified. The implementation of this doctrine, in its turn, calls into existence the set of internal factors, determining the character of the target functions and the development of various educational system elements. As a result, there is the necessity to achieve new outcomes of the system, by which it would be possible to judge the efficacy of its functioning.

We point out the following external determinants:

- the imperative for the quickest adaptation to new forms and phenomena of basic structures progressing, adequate influence on the progress of market relations development in the sphere of material production, with active involvement of these relations into the system;
- the imperative for permanent studying of special commodity market development and its manufacturing systems for adequate supplying of enterprises with personnel and scientific and technological support of their production processes;
- the imperative for working out new revolutionizing technologies;
- the imperative for finding alternative sources of financing scientific activity and teaching process under the circumstances of traditional financing being reduced;
- Obviously, all these external factors impose influence on the structure of internal factors, determining the character and direction of higher education training system.
- We distinguish the following internal determinants:
 - the determination of students to get cross-disciplinary education, to extend the sphere of their specialization and to get pragmatic knowledge, necessary for their professional activity;
 - the imperative for a new type of curriculum, corresponding to the needs of the students and the requirements of professional training;
 - the determination of specialists and students to continue their education.

So these external and internal factors undoubtedly precipitate the expansion of traditional, research and educational functions of higher education institutions. In terms of achieving definite results this doctrine is aimed at obtaining new knowledge by persons of scientific research and teaching; and by effective use in

practice as well. This is reflected in the development and support of new technologies (including social) and new types of products that contributes high scientific higher education institution capability, improving their competitiveness in global market. In addition, constant research corresponds to labor market segments and dynamic development of staff resources' consumer system allowing adequately to adjust curricula and programs to qualification trends requirements of specialists' professional socialization.

Thus, a higher education institution, representing graduates' certain competitive guarantee, at the same time stimulates the resolution of these contradictions, both on social and on a personal level: between the form – specialization of experts and their content and on the level of professional socialization; between freedom of personal self-determination in higher education (due to the wide range specialization's possibilities and general cultural improvements) and the need of an adequate capability in post-graduation professional activity.

Obviously, the resolution of the latter contradiction is no less important than the first one. In addition, it is one of the effective requirements of the training and specialist's activity. The resolution of this contradiction is, in turn, a reorientation reflection in the objectives development of modern society from a "man-agent" to a "man-goal". This focus contributes to changing the system of "human dimension" training and help to overcome two main shortcomings of the system – technocratic style of thinking and the impersonal scheme of higher education.

But it is necessary to consider this turn to a person that can only be realized in conditions of freedom as individual (freedom of direction choice and knowledge depth got at a higher education institution in accordance with personal needs), and social training Institute. Obviously, in both cases, the freedom must be correlated by the awareness of responsibility and the need of productive effects on the external micro and macro environment. This effect is, on the one hand, is achieved by desired results in solving certain expert tasks within their professional competence and on the other hand, by the creation of the necessary conditions at the higher education institution for effective production development by means of personnel abilities improvements of enterprises and an active influence on policy sectors with the help of advanced technologies development and introduction.

From this point of view, the solution of many problems related to education and training, can be achieved only when each person understands why he needs this education. Besides high-quality training, correlated with individual claims and parameters of an individual due to University orientation to its graduates' competitiveness, which must influence directly on a changed person's social status that is a powerful motivator and the condition of one of the complex personal motives to get higher education.

The realization of this approach is able to transform the Institution of higher education into a powerful factor and tool of social society development, which is not only means of the intellectual, cultural and professional society production capacity but also influences actively to contemporary needs of social production, the development of the social structure. In addition, the use of basic and applied higher education institution research results in practice makes an impact not only on the technical policies of production, but also to the correction of economic policy priorities, and finally it contributes to the optimization of relations in public production sphere.

It is known that one of the most important features of a skilled specialist is his ability to adapt quickly to constant changing conditions caused by the influence of objective social progress. A well-known law of labor change, as a condition and an objective precondition of adequate activities, clearly manifests itself in modern production. Today the period of validity of some "old" professions is reduced, therefore, to meet the requirements of the production a specialist must possess the ability of professional and qualification mobility.

Discussions

The problems of modern higher education development have been studied by many foreign and Russian scientists. Serious scientific study on this subject in Russia began at 90-ies of the last century. The majority of Russian researchers in the field of higher education in the late twentieth and twenty-first centuries have devoted their work to the analysis of the status and development of higher education in Russia and in the world (Solovyeva, 2000; Fedorov, Yerkovich & Korshunov, 1998; Vashurina et al., 2006; Frolkina, 2000), reforms and transformation in this area (Asadullina, 2002; Sukhomlin, 2010; Matveev, 2014), some problems of education in technical universities is partly reported in a number of publications and monographs (Kayumov, 2007; Kurlov, 1995).

Globalization of education has led to the creation of a common expansion of higher education, which covers highly developed and developing countries of the world such as Russia, China, India, etc. It has led to a thorough study of higher educational problems by foreign scholars.

In connection with the completion, the transition from elite higher education to mass the main problems in these countries were associated with the relationship of higher education institutions with industry and government, their administration and financing. These problems continued further research directions in this area. In this regard, the interest to the essence of higher education increased, its role in social transformation, in the training of highly qualified personnel for high-tech industries.

A great problem was the issues related to the recruitment of students (vocational guidance activities) and recruitment of high quality faculty, it was the reason for the creation of the concept of "open doors" (Lazareva, 2006).

Discussions on this issue are certainly present. Unlike other spheres of public life education is more conservative and it leads to many problems. In our opinion, regarding the basic fundamental directions and prospects of educational development, the majority of scholars hold similar views. Points of view differ in the study of methodical, specific approaches in education.

In 2010 the Minister of education A.A. Fursenko (2010) at the "St. Petersburg international economic forum - 2010" answering the question "What are the global challenges waiting for the Russian education system?" has highlighted four fundamental challenges for the next decade:

- one of the key challenges—demographic;
- fundamental changes in the requirements to the education;

- the quality of teaching. We need a new generation of teachers. It must be not only a teacher with a capital letter, it should be a researcher;
- the request of tomorrow's day. This development strategy is not your teaching, and a strategy based on the occupation demand. It is the lack of something at high school, and quickly it will not change (Fursenko, 2010).

However, many works on the problems of modern higher education institutions touch upon some certain aspects of education system. In this article an attempt is made on a comprehensive socio-philosophical understanding of certain problems and prospects criteria of higher education development.

Conclusion

The ability to labor changes requires high intellectual development of a person, but not only that, because labor changes involve the transition from one (more or less saturated with the intellectual content) of specific activities of others. In this sense, labor changes are not included in constant changes of a person's ability but in creating in all conditions to realize abilities of a person to activity changes required by the needs of production or the personal inclinations of an individual. Thus, the change of labor is not universalism, and the person's ability to universalism.

Obviously, universal and specialized specialists' interrelation problem training is in its dialectical unity with the contradiction appropriate in the educational system. It is fixed between the advanced development of this system and the relatively slower development of productive forces. This condition is most typical for the development of social structures in general, since the advanced development of social training Institute is one of the main conditions for the functioning of the productive forces. But keeping in mind that in our country the current stage of social production development is characterized by just an opposite structure balance of this contradiction, some innovations implemented in today's production system, have not yet found wide reflection in the educational process of higher education institutions).

Presumably, regardless of the balance of the structure of this contradiction, the resolution is carried out in each specific period by achieving a certain balance between universal and specialized training. And universal training is determined by the presence of graduates of specific multidisciplinary knowledge on general scientific, general professional and special disciplines, bearing prospective nature. This is the necessary preliminary knowledge, which determines the possibility of rapid adaptation of a specialist to the changing conditions of modern production and provides the productivity of its activity, if necessary, under labor changes. Specialized training of a staff captures the range of skills, having specific, applied nature that it is necessary to quick adaption of young professionals in a specific practice after graduation. It is also evident that level assessment of specialization should consider the potential dynamism of specialist knowledge. In this regard, it should again be emphasized the importance of the question of the relationship between universal and specialized training. Especially today the question about the new integration of knowledge is strongly raised, closely linked, not only by basic sciences, but also new synthesis of humanitarian and natural science disciplines. Therefore, the degree of socialization of the graduates determines the whole complex

of traits, skills and abilities, including technical, technological and general cultural level of its development, and naturally, the higher the level, the higher degree of specialization. Thus, it becomes an obvious social aspect of this process.

Unfortunately, the social component of a personal professionalism in high school is not estimated, isn't planned, isn't taken into account, its development isn't approved in a specific form. Meanwhile, this component is the most important part of effective evaluation of higher educational system in general and, of course, each particular specialist, which in the conditions of the offer of qualified personnel constantly have to maintain its capacity at the existing level of professional know-how (Mingalimov, 2015).

Recommendations

The article can be used in the development of textbooks, general reading, lectures and special courses on social philosophy, sociology, theory and methods of education.

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