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Crisis of Professional Russian Education and Ways of Its Overcoming

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Main ways of remodeling the contemporary system of professional education in terms of its effectiveness are considered in the article. In addition, not only a solution to the problem of evaluating the effectiveness of professional education is suggested but also the analysis of the current situation and steps taken for raising its efficiency are proposed.

The main reason of a decrease in the effectiveness of professional education is the destruction of interconnection between the manufacture and education. As a consequence, we are facing a low level of youngsters' employment and a lack of qualified specialists in the companies. Branch-wise, corporate and applied education might become possible steps to overcome the crisis.

Despite the underlying perspectives of these streamlines, the author needs to point out undeniable weaknesses of these projects that concern more personal-oriented questions of how a student should determine whether education is effective, but not a problem of employment or providing a company with qualified personnel.

The necessity of building a special department based on the institutes of higher education is grounded on the need to employ graduates, provide companies with specialists, consolidate the efforts of small and medium-sized enterprises and defining what is meant by 'self-actualization' in terms of personal and professional point of views – it results in raising the effectiveness of professional education.

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Keywords: professional education; effectiveness of education; educational institutions.

Introduction

During the speech "Go Russia" D. A. Medvedev, the president of Russia, called for a qualitative breakthrough in the development of economics, high-tech industry, demography, and innovations (Medvedev, 2009). In this situation "the educational system has only two ways: to become the most important means of accomplishing this ... effort or turn into appendix

demanding guardianship and social protection" (Vasiliev, 2007, P. 28).

The object of remodeling the contemporary system of professional education and strengthening its main function – being the productive force of society – was repeatedly accentuated in fundamental documents of educational, social, and economic policy of the government (Concept of the long-term social and

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economic development of the Russian Federation until 2020 approved by the Resolution of the Russian Government, 11.17.08; the Federal statute of the Russian Federation 'About higher and post-graduate professional education', 08.22.96).

The stress put onto the necessity of remodeling the contemporary system of professional education indicates its stagnation.

In this article we try to express our point of view in regard to the educational crisis, its causes, and a hypothesis of how to solve this problem.

Problem

A core problem of Russian professional education is its isolation, independence from economic and social institutes that are aimed at solving the reproduction problem of its productive forces including the alternation of generations (Vasiliev, 2011).

Main signs of crisis in the system of professional education are:

1. A problem of low effectiveness and quality of professional education.

The term 'effectiveness' is badly described in the contemporary scientific literature. From the economic point of view, "effectiveness" is execution of tasks with a minimum expenditure of resources. In psychology by this term the operating results are meant: 'the ability to produce the effect, efficacy' (Golovin, 1998, P. 656). In this article 'effectiveness' is taken as a correspondence between the results and goals achieved along with the minimal expenses' rate.

From this point of view, in order to evaluate the effectiveness of professional education in Russia, we need to correlate the results of professional training in universities with the stated objectives and the amount of time and money spent on this training.

Innovative economic suggests contemporary requirements to the specialist. We need to educate specialists 'here and now' but universities

graduate students with 'new specialities' not until four or five years of education.

It is impossible to correct curriculum according to the changing manufacturing processes as it is connected with the modification of its content and, as a consequence, requires the development of new educational programs, modules, and cycles. Furthermore, the requirements of innovative manufacturing might be different even in the same industry class. Besides, correction of the content is always connected with the creation of a new manufacturing model based on the university which requires enormous financial investments. At last, too much time is needed to create these models and write educational programs so that it won't reflect the current situation in industry.

If we turn to the analysis of the professional training evaluation process, we might notice that employers aren't involved in this process – those people who represent the real production sector. The truth is that an assessment criterion of the innovative production cannot coincide with an assessment criterion of educational results that were developed 4-5 years ago.

A sociologic investigation of opinions provided for by the executives of large Russian enterprises shows that most of them 'are not satisfied with the content and quality of those skills and knowledge graduates have' (Makarova, 2009, P. 185). They need to be retrained and always require substantial time and financial resources.

As a consequence, low effectiveness of professional education accounts for its crisis situation triggered off the lack of mechanisms which help to evaluate the quality of results and resources expended. The second cause is difference of employers and universities' approaches to evaluate the quality of professional education. An employer assesses a young specialist according to his willingness to implement routine professional activities. So those who able to fulfill

their professional responsibilities in a short-term period and ready to follow corporate aims are considered to be good employees.

Nowadays the assessment of graduates' schooling quality according to the educational results does not coincide with the external and internal assessment of the educational institute. That is the reason why the assessment of educational results has little correlation with assessment of readiness for the professional activity.

2. A problem of low motivating factors among students.

A gap between industry and educational sector results in a serious anthropological effect. Ways of professional and personal human growth remain unclear as well as perspectives to be involved into any sphere of the professional activity. Graduates are still unable to define whether the chosen profession fits his character or not. It leads to disorientation, loss of professional motivation and influences on their further professional activity. In fact, a whole generation of people becomes confused who are to provide innovative manufacturing in the future. The result is that a number of graduates, who are hired according to their speciality, equals less than a half of general graduates' number.

3. Loss of goals, "false motivation" of education.

The activity of professional educational institutes often does not conform to the aims declared in the constitutive documents. It is based on customs and traditions but not on the analysis of the contemporary social and cultural situation. Most Russian institutes of higher education play 'a role of presence' – a place we must attend to successfully adapt to the contemporary society (Bogdanov, 2010, P. 187). In the article 'False Motivation of Professional Education' I.M. Remorenko raises a problem of so-called 'false motivation' (Remorenko, 2010) among institutes –

the possibility to substitute its former aims to private which help to secure its existence.

Discussion

The problem of an educational system backlog from the manufacturing was discussed in 1991 by L. F. Kolesnikov where he tried to impart a leading character to the system of professional education: '...the solution to the problem lies in imparting a leading character to the whole system of professional education...'. (Kolesnikov, 1991).

Education has to move forward, anticipate manufacturing process: 'Education carries out the leading activity because it involves those generations which are about to step into the world of labour and manufacturing' (Kolesnikov, 1985, P.32). It means that higher education should be aimed at perspective ways of the production development and preparing students for solving future professional problems.

There are some expectations about the situation to be changed concerning the corporate education.

According to G.A. Klucharev, a corporate university is 'a system of the intracompany teaching associated with a common concept within a strategy of organizational development and elaborated for the managers at all levels' (Klucharev, 2009, P. 117).

Corporate universities have appeared in 1970-1980s due to the globalization of the labour-market and integration of national economic spaces. McDonald's company was the first who launched its university in 1961 – 'Hamburger University'. Such corporations as "Disney", "Coca-Cola", "Motorola", "Procter&Gamble", "General Electric", and "Toyota" started up its universities thereafter. Nowadays there are about 1200 corporate universities in the world.

Most famous Russian example of a corporate university is Gubkin Russian State University of Oil and Gas. The list of its sponsors includes all

the largest companies engaged in the petroleum engineering: 'Gazprom', 'TNK', and 'LUKOIL'. The other examples of corporate universities are Norilsk industrial Institute built for MSC, institutes of oil and gas supplying 'Rosneft', Zheleznogorsk branch of SibFU collaborating with 'Information Satellite Systems', industry institutes of the Ministry of transport, a corporate university of Severstal.

The content and quality of the corporate education equals to the 'effectiveness, competitiveness and success of the corporation'. Research and educational activity of such an educational institute is aimed at investigation and development of perspective manufacturing streamlines which occur in the corporation's field. The fundamental idea which lies in the content of such education (except for standards) is innovation projects of the corporation being financed. Therefore, every remodeling, or a change of technology would have an effect on the content and streamline of educational activity (Bogdanov, 2010, P. 188).

The mediated form of corporate education conducted by the institutes of higher education is fundamental departments of the universities. These are universities' branches allocated within the enterprise. The activity of such departments would involve satisfying the needs of manufacturing processes and development of applied knowledge and technologies.

By collaborating with seniors and graduates as if they were employees of the enterprise, the fundamental department provides a company with a high professional spirit and lessens time for adaptation among newly employed people (Vasiliev, 2009).

Our investigation shows that a corporate institute becomes more effective if it complies with these terms:

1. The content of educational programs is revised according to the change in technologies

or innovative projects to suit the needs of organization.

2. Experts of the corporations are involved in educational process as tutors.

3. A main kind of practice becomes changing of a workplace, new functions and professional actions.

4. Creating a study group from among students, teachers, and experts who are to seek and elaborate the goals of developing the manufacture.

5. The ability to get a certified diploma and a chance to continue the education (Bogdanov, 2010, P. 188).

As opposed to the corporate education which can solve a problem of staffing corporations, there is a number of institutes obsessed with problems of employment.

Nowadays a rapid growth of contests aimed at creation of human resources has taken place. Institutes of higher education and city administration are among the initiators. They choose the most successful students with some achievements in the field of study. In order to rank students and form a top list of contestants which is public and available for means of public communications and employers, students are subjected to various examinations and trials. Some contests provide professional training or employment for students in the company as a reward.

Employment agency is considered to be a traditional institute of employment. The functioning of its departments, head office along with university employment agencies have to place in a job for students and graduates.

On a par with employment agencies the recruitment agencies are organized. Large recruitment agencies pick up personnel for the companies, train and retrain them (with the help of professional management consultants, teachers and experts), use vocational guidance work and psychodiagnosis.

In the recruitment agency an employer fills in an official request for an employee where he points out necessary professional tasks, functions, results of the activity and means of motivation (a wage, bonus system, etc.).

Recruitment of personnel is carried out according to the request and its requirements. The applicant is hunted by means of public communication or looking through databases and the direct search.

The recruitment agency generates assessment criterion to evaluate willingness of candidates to work and apply it through interviews, testing and data analysis.

All ways of raising effectiveness in the field of professional education mentioned above have several disadvantages.

To start with, projects of fundamental departments and corporate universities do not affect small and medium-sized business which moves contemporary innovative economics forward. Such businessmen can't afford to support the whole institute or a department, besides, its needs for personnel do not comply with such a broad instrument for cooperation. In other words, it is impossible to join the problem of employment with the problem of staffing in this way.

Recruiting contests cover a small number of talented students. Moreover, methods of intellectual assessment used in initial steps of staff selection cannot consider willingness to work. Besides, all the benefits of these recruitment contests are given to winners. The rest of human resources are not involved. Statistics shows that contestants usually have no advantages over each other.

Another point is that employment agencies provide only information services. Applicants are given job placements for a vacancy similar to their specializations. But it guarantees no employment to the applicant nor quality staffing for the company.

Recruitment agencies have several disadvantages too. At first, their work is unclear: applicants cannot correlate with their professional market and decide whether they fit it or not, besides the requirements of the field are vague. At last, recruitment agencies are commercialized and interested in staffing a particular company not taking into account those applicants who do not fit into its requirements.

Finally, employment opportunities mentioned above have similar negative features. Firstly, being a main institute of socialization for youngsters, the system of education is not included into their scope of activity. Secondly, no employment agencies or recruitment agencies, nor corporate forms of educations solve a question of motivation among students. Even engagement in every project does not allow a student to independently assess his personal and professional qualities, motives towards perfection without assistance and does not guarantee employment at all.

Conclusion

A boundary between institutes of higher education and manufacturing is not settled. There is no act of its transcending or intermediation. In fact, education that should be a mediator between the manufacture and a human in terms of staffing, and a mediator between a human and the manufacture in terms of employment, do not comply with its mediating functions. In my opinion, it results in low motivation among students and low quality of education.

We should build institutes that are able to ensure this act of border-crossing and bring back that double mediating link to the education.

A project of building such an institute should be thoroughly elaborated. We consider some requirements to this institute:

1. The institute should aim at raising level of educational motivation among students.

The main difference between this institute and traditional recruitment agencies is the ability to organize a system of professional indicators since the second (or the third) year of education which finalizes with employment and staffing of companies.

This system should motivate to the professional growth and, thus, influence on the quality of education. Reaching these indicators is the assessment criteria for both students and universities.

2. The institute should raise the level of education among students and graduates along with solving a problem of staffing for companies.

Universities would collaborate with companies and educate students. A plan of development, streamlines of work, perspectives and a number of personnel needed as well as the assessment criteria will be elaborated for every

company which confirms its participation in the project.

These assessment criteria should be divided into levels for students in every year of study. Reaching every level is a dynamic indicator for a student who fulfills the requirements of an employer.

3. The institute should function as a conventional recruitment agency: staffing under existing vacancies, organization of seminars and trainings, collaborating with students and employers.

As a result, the institute provides an opportunity to staff qualified personnel for the companies in a short and long term period. If a student abides by the system of indicators, he can pretend to be hired in the company. It has a great motivating influence on students to raise their educational and professional level.

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Кризис профессионального образования в России и пути его преодоления

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В статье рассматриваются основные направления модернизации современной системы отечественного профессионального образования (ПО) с точки зрения его эффективности. В работе представлен вариант определения эффективности профессионального образования, дан анализ настоящего положения дел, освещены шаги, предпринимаемые для повышения его эффективности.

Основной причиной снижения эффективности ПО названо разрушение системы взаимосвязи производства и образования с точки зрения воспроизводства производительных сил. Следствием этого является низкий уровень трудоустройства современной молодежи, нехватка квалифицированных специалистов в компаниях. Среди шагов преодоления кризиса обозначены такие направления развития профессионального образования, как отраслевое, корпоративное и прикладное образование.

Несмотря на перспективность данных направлений, автор статьи замечает слабости этих проектов, касающиеся определения эффективности профессионального образования для человека лично, отсутствие решения проблемы трудоустройства и обеспечения компаний квалифицированными кадрами.

В конце статьи обсуждается необходимость создания особого института на базе вуза, занимающегося вопросами трудоустройства и обеспечения производства кадрами, консолидации сил участников малого и среднего бизнеса и определения позиции самореализации человека в личном и профессиональном плане для расширения собственных возможностей и, тем самым, повышения эффективности профессионального образования.

Ключевые слова: профессиональное образование; эффективность образования; образовательные институты.
