

Higher Education and Post-Soviet Society: Trends Towards the New Configuration of Relations

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Abstract-The article attempts to identify the relationship between higher education and various areas of post-Soviet society. In this connection, questions are posed: is education capable of changing society? And under what conditions does society have a positive impact on education that forms social capital? Who is the leader in tandem education-society? Where is society going? Where is education going? What should it teach students? Why and for whom does it train specialists? What are the principles of the relationship between education and society? What are the trends of change and the dominant direction of their movement towards a new configuration of relations in the context of non-linear development?

Keywords-higher education, Post-Soviet society, trends and directions of movement towards a new configuration of relations

I. INTRODUCTION

The modern world is moving into a fundamentally different coordinate system, a different social system of relations characterized by a dialogue of cultures, social consensus, convergence and integration of various spheres and structures of activity, internationalization of lifestyle, blurring the boundaries of traditional statehood, the creation of new global information systems, etc. Under such conditions, education loses the status of a formalized institution, an add-on organization, becomes continuous and «integrated» into the “knowledge society”, into a person’s lifestyle, which means - I live, therefore, I study from birth to old age.

Education is a mirror image and an integral part of society; the sphere of sociocultural practice and the way of forming a personality; the process of mastering knowledge and skills in the system of social institutions of society. Education, like society, objectively has all the features of a system. These include: self-sufficiency; state of statics and dynamics, rest and movement; regulation of changes, which expresses the functional aspect; mechanism and rules for the redistribution of resources; forecast as an opportunity to create simulation models adequate to analogue, capable of predicting changes in the state of a system. Meanwhile, if we consider society and higher education of the post-Soviet period, then, firstly, for a variety of reasons, their system

connection, if not completely lost, is intermittent. Secondly, education and society still do not have synchronous project programs, and, consequently, exact guidelines for joint development. What is the trend and the dominant direction of development of society? In which direction is the development of education? Why and for whom it prepares professionals? Neither society nor education knows what to do to change the situation. In the actions of education and society there is no mutual understanding. But there are asymmetries in their development and disproportions in the training of specialists for various sectors of the economy and spheres of social life. Training of specialists is carried out without taking into account the needs of the society and in the absence of a “social services commissioning”. The question arises: does the society need to form this “social services commissioning” to education? For according to the classical scheme, the market itself must put everything in its place. Thus, the fact of contradiction between education and society is established. Time flies, but the problem remains [2, c.108-112].

II. DISCUSSIONS AND RESULTS

In this connection, there is a need to find a new configuration of relations between society and education. We are talking about defining points of their contact: points of growth, “pulling out” factors of development, changing system combinations and priorities of interaction of higher education with other subsystems of society, trends of possible changes, directions of movement to a new configuration of relations in the context of non-linear development.

The design of a new configuration of relations is preceded by a correlation analysis — the mutual correlation of the structural elements of the education-society tandem, in which a change in one element entails a change in the others.

The study of interactions between education and society presupposes the existence of conditions and the possession of signs under which these interactions can be most effective as follows:

- in the interests of society and education "... for the realities of the future, only that society will be able to win, providing everyone with an open, continuous and full-fledged education [1, p.67];

- "... the hierarchical principle of management of higher education should be supplemented by a system of horizontal management structures, ... which ensures mobility, flexibility of the higher education system, its resistance to social changes in the society and education" [3, p.36];

- education is a technologically organized activity aimed on people in order to assimilate cultural achievements and enhance creative activity;

- education creates not just an abstract person as such, but creates a personality for a particular society;

- first of all, education is the development of the good qualities of an individual's character, and not the development of his professional skills;

- first, the individual must become a person (with a set of good character traits), then he will understand what profession to choose and what professional skills to acquire;

- education is designed for a permanently changing society as a set of interacting social groups and communities;

- education technologies do not arise in isolation, but in the continuation of the development of social technologies;

- being a subsystem of society, the higher education system is not able to maintain a steady state of civic maturity and professional activity of young people, if it does not have a common development strategy with society, a single scenario for the development of the structure and extent of training of specialists.

The role of the systems approach is that the study of the links between society and education involves an analysis of the quality of higher education and the problems of society in which the young person learns to live, and which shape values and interests, as well as the personality of the specialist.

The real sector of the economy should suggest what to teach, and education how to teach and how to form a personality. From the needs of the practice, the structure and scope of training is formed, and from the individual the social order to education. However, in professional training, there is still a disproportion - the overproduction of some and the underproduction of other specialists. Harmonization of supply and demand cannot be achieved with a simple quantitative demand-supply approach in the training of specialists. In fact, the training of specialists continues to take place on the basis of the "order" of the federal and regional ministries of education, established traditions - conservative views and short-term considerations of managers or owners of the educational institutions for a particular profession or specialty. By inertia, they continue training in those specialties that has pseudo-demand among disoriented applicants, as well as their parents. This is because the social value of higher education turns out to be

significantly higher than the momentarily increased need for certain specialists. For example, the number of those who received the diploma of a manager, economist, and lawyer (according to various estimates) is 3-5 times higher than the number of jobs. But this does not change the intention of those who apply for not so highly demanded by society specialties.

As a result of the implementation of the liberal idea, the first place is: the priority of the rights of the individual, not of the state and society, the individual chooses the university, and not the university chooses an applicant, which is quite natural and reasonable at the moment. However, this can lead to a reduction in the number of universities that cannot, and do not want, to engage in the formation of a social order for a particular specialty. The state needs to initiate monitoring of specialties that are scarce in the economy of a society. At the same time, the desire of most young people to get a prestigious education is not unnatural, for it is an investment in the future and the very social fund that can change society.

The function of education is not only to reflect what is happening in society and to lag behind in the rearguard, "tail", but mainly to anticipate, forestall changes in society, moreover, to predict and create them. Scientists and practitioners should look for indicators and find mechanisms for the development of society, principles for the continuous renewal of education. However, the process of updating (the so-called reform) of higher education is carried out without the participation of the scientific community, without taking into account the views of teachers and the rector's corps. Because real power is not in the hands of scientists, but among those who are at the very top of the pyramid - the authorities who make decisions, but do not take the responsibility for the consequences of "innovative" changes in education. The division of powers into "illusory" and "real" creates insoluble obstacles in the renewal of Russian education, in the formation of the society of post-Soviet Russia as a unified social system.

The processes of development of society as a social system are determined by the changes occurring in the subsystems of society (in particular, in higher education), the presence of social peace and sustainability. Social differences in Russia, the gap between 10% of the people who has low-income and 10% of the high-income is 62 times (for a socially sustainable world we assume a gap of 4-6, a maximum of 8 times, like can be seen in the most advanced countries of Western Europe and the USA). For social peace and harmony, a society can consist (or have in the population structure) at least 65-75% of the middle class, 10-15% of the people with low-income, the disadvantaged, living below the poverty line, 5-10% of the people with high-income. But not vice versa. Otherwise, the society will be in a fever, shake, it will be in a state of continuous instability, chaos and increasing risks. In the social development of society, the following basic tenets of the social idea should be kept in mind: The wealth of the few will never make everyone happy. The poverty of the

majority will not make happy a rich minority, a harmonious social world and a sustainable society; 2). Enriching himself, a person should not make another one poor; 3). Social peace, sustainable, prosperous material and spiritual development of a person and society must be constantly invested. Strict regulation of social inequality, in the conditions of which only an effective economy can arise, is necessary. An efficient economy stands high. It cannot arise without taking into account the role of the phenomenon of man, the role of norms and values, the role of social technologies, without investment in the development of the person itself. The economy has technological, cultural, educational and other components that focus in the behavior, actions and actions of a real person, which, by the way, as the person and the expert, is formed by education.

Social inequality in Russia generates a social stratification. The so-called new social differentiation coincides with the national-ethnic differentiation. New national-ethnic groups, clans, including "new Russians," are emerging, which "push" the state-forming ethnos away from raw materials, commodity-money flows, the media, culture, education, science, including government, Federal and regional level. This cannot give rise to psycho-emotional and social tensions in society. Inequality based on property and nationality is also manifested in education. However, in an environment where education becomes the basis for the development of any society, not the means of production, but knowledge, knowledge quanta (A. Toffler's point of view), not financial resources and flows in themselves, but their targeted socially balanced redistribution can lead to social harmony of society.

The main priority in the development of education is accessibility and equal chances of getting an education. Meanwhile, the problem of the effectiveness and quality of education is very relevant. What is ineffective education? First of all, this is a discrepancy between the level of professional training of specialists and the requirements of the economy and the development of society. Secondly, the lack of "social services commissioning" and demand in the labor market for specialists of various profiles (inconsistency of supply with demand). How are the concepts of efficiency and quality of education defined and combined? The concepts of efficiency, quality are considered categories of economic. From the point of view of economics, if the subject is created, then there is quality, but there is a different level, a different degree of quality. The quality of a trained specialist, usually means, first of all, the satisfaction of professional knowledge and skills with certain requirements of the workplace (approaching the workplace). And this is achieved by organizing professional internships for students in the places where their regular practices are conducted. The effectiveness of education is the ratio of the result (the value of the specialist's return to the workplace per unit of time, expressed by the amount of profit from his labor) to the cost of preparation [4, p.10-23]. However, as Lee Iacocca wrote, all economic transactions can be reduced to three words: people, product, profit. If there are people, they are in the first place. Then there will

be a product and a profit. The apparent economic efficiency is unthinkable without socio-economic efficiency: without the development of a working person, the disclosure of his potential [8].

Quality is an item of goods. Meanwhile, there are no quality measurement mechanisms. There are no clearly developed parameters and criteria for measuring the quality of education. There are many different ideas about the quality of education. For example, the quality of education is defined as the increase in intellectual abilities. The ability is to solve difficult learning and educational tasks, questions and problems that a social life poses to a person. Qualitative is the education, the receipt of which allows the graduate to begin his duties and perform the assigned professional functions without additional training. The result is the highest effect in the form of tremendous savings of financial and other means, the maximum useful results at the output. However, to answer the questions: what is the real level of the quality of education, what quality of education has an educational institution, will it take a significant amount of time to access such information, a lot of vigorous efforts to get it [4; 5; 6; 7].

Modern higher education orients a person towards prestige, power and economic success. Moreover, these benchmarks came to education from society. In modern Russian society, the criterion of success (success at any cost), is economic success and the principle reigns: "the strong one takes everything". Values, morality and ethics obey the process of personal well-being. Meanwhile, according to the profound conviction of Paul Fourquet, professor of the University of Nice, at the heart of the real economic success of the most advanced global campaigns lie other benchmarks, different principles of action, and other grounds. The keys to success are: 1. The presence of ideas in the minds of employees (workers), even if at first glance "crazy", but ambitious; 2. Non-repayable service for the benefit of other people, firms; 3. Taking into account small things. An enterprise engaged in the development of parts (trifles) is always in demand, and becomes a world leader; 4. Any work should get a pleasure. Getting pleasure from activity, demand, from being needed; 5. Compliance with the norms of morality and ethics, decency. Business will be unsuccessful if the algorithms of business ethics and morality in the enterprise or company in relation to partners and customers are ignored. This is a key success extended for the long term.

The modern economy is 4-5% tangible assets (money, equipment, ingredients), and the remaining 95-96% are intangible assets (human factor, human resources): issues of organizing and managing the economy, intellectual potential and joint actions of people, level education and professionalism, innovative ideas, information technologies and programs, and in general, the interaction of these elements, the mutual influence on each other.

Back in the 12th century, Robert de Sorbonne created the first university in Europe and in the world. And if the education at this period was aimed at becoming smarter and

wiser, then modern higher education sets as its goal the education and training of active participants in economic development. The direction of action of the vectors of the concepts "education" and "economic development" outwardly coincide. Education transforms "human raw materials", economic development transforms the substance of nature. Thus, the harmony of the transformation of man and nature is achieved. When and how does education affect economic development?

In the history of the USSR, there were cases when success in the economy was achieved thanks to advances in the development of science and education, which were preceded by gigantic, enormous investments in the construction of universities and Soviet science. The construction of Moscow State University cost the country a huge amount of money at the time - 2.7 billion rubles. At the same time, in the 50s, the construction of university buildings and institutes of the Siberian Branch of the Academy of Sciences began, where the author of this article studied in the 80s and the first half of the 90s of the XXth century. Impact followed immediately, in particular, the growth rate of economic development. Moreover, the economic growth rates of the USSR were higher than of the USA. The creation of the atomic bomb and the use of the atom for peaceful purposes, success in the post-war restoration of industry and the national economy in general, the development of virgin lands, and the improvement of the life and living conditions of the people. The huge amount of housing was constructed, which people get for free. Televisions, refrigerators, washing machines and other household appliances appear in the houses and apartments of ordinary Soviet citizens. Cars become personal property. Technical equipment of agriculture and industry, unprecedented success in arming the military force, rocket production and creating artificial earth satellites, the rapid exploration of outer space, including, for the first time in the world, a spacecraft with cosmonaut No. 1 on board — Yuri Gagarin. All this - the consequences of investments in science and education.

It is possible to achieve success in the economy, but at the expense and on the basis of the priority development of education. It is known, that the Japanese began their economic growth with the education of people. They taught people, and then those people created new technologies, a new economy, a new society. The Japanese economic miracle began with a breakthrough in manufacturing, in great demand in the global market for computers, video, audio and other equipment. The credo of Japan is the instantaneous, in the shortest possible time, the introduction of the achievements of world science, technical thought and development - KNOW-HOW, new technologies into the national industry. Once the rise of the US economy was associated with the automotive industry, it was around the production of cars that everything revolved, and was subordinated to this idea and goal. On this basis, the entire American economy, governance and rationalization was built and developed.

It should be remembered that society should not represent its wealth only through indicators of economic growth. These indicators should be complemented by others: the availability of jobs, employment, income distribution, the structure and content of free time of individuals, the state of health care and social security systems, minimization of asocial behavior, participation of citizens in the political life of society, freedom of creativity (allowing people to change living conditions, in the direction of improvement), accessibility of information, knowledge and education, demand for an "educational product" - specialists, etc.

In society, there are periods when the social demand for new production, new types of goods is declining (falling), but at the same time, the demand for new or forgotten types of services, in particular, for education, is increasing. Higher education can become a positive factor contributing to economic development, but only when it is integrated by the needs of production, when close relations are established with modern technologies. This dictates the need to discover new types of education, new directions and specialties. In the process of transition to a qualitatively new level the leading social personality type, and the very nature of human relations, value orientations of people are changed. In such a society, investment in a person is already beginning to outweigh investment in the manufacturing sector. There is a reassessment of the desire for the accumulation of material values, and the work itself begins to be understood not only as a means of making money, but as a means of self-expression and self-affirmation. At the same time, the investments of society and the state into a person, into the development of the national education system are more and more derived from the sphere of market relations, because market relations in this delicate sphere of public life begin to restrain and slow down the growth of the country's intellectual potential.

III. CONCLUSION

Dozens of research institutes and many university departments deal with the problems of education, including the development strategy of educational institutions in post-Soviet Russia. However, contrary to the statements of the authorities, the actual state of affairs in this area remains at the same level. In this connection, the conclusions of a group of Russian researchers, V.N. Turchenko and V.G. Puzikov, using the method of paradigm analysis that they have developed, proved the objective necessity of transition to a new integrative paradigm and the strategy of advanced education based on it. The latter implies, firstly, that the content of education includes ideas, theories and technologies that are discussed, designed or are in the process of becoming; secondly, that the quality of education exceeds the highest world standards; thirdly, that the pace of the educational process is much higher than normal; fourth, that the pace of investment in education is higher than in other areas; fifthly, that changes in the field of education will lead to qualitative changes in other areas of society, including the acceleration of economic growth rates (similar to those occurring in the People's Republic of China);

sixthly, a change in the configuration of relations in the tandem “education-society” will create conditions for overcoming the income gap between people with different incomes, leading to sustainable social peace in society.

This strategy for the development of education is applicable to all levels of the educational system - from a specific institution to a region and country, and is focused not so much on reflecting the existing economic, socio-cultural and political needs of society, but on the formation of new relations between education and society, and thus on designing perspective scenario for the future of Russia. At the same time, it should be taken into account that post-Soviet society has not yet formed to a state where processes-systems that meet the criteria for self-sufficiency, change regulations, accessibility for forecasts “would grow like mushrooms after a warm rain”. The problem, perhaps, is not so much in the relatively “young” age of society in comparison with the universe, but in the extremely high conservatism of the authorities, administrative and management structures and individual social actors that impede the search and implementation of everything new.

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