

Humanistic orientation of Russian higher education as a new vector of its development

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Abstract: The relevance of the problem is due to the fact that the system of education in the global educational environment turned to be dependable from the challenges of a dynamic socio-cultural reality. High-technological industry with the growing role of knowledge in all the spheres of life activity, and in the sphere of an intellectual labour implies reconsideration of higher school functions as valuable social institutions. The article reveals the potential of higher schools connected with regeneration of knowledge, and with an efficient development of professional-corporative identity of the personnel, interaction with stake-holders, and regeneration of the crisis of reliability in the educational organization. The problem of preserving humanitarian values of education in the process of training as an active subject of knowledge society continues to be principally essential. Therefore, there appeared the need to search for a relatively new socio-cultural model of the university, which will be able to preserve an idea of humanity and fundamentality of higher education. The authors' scientific positions will be of interest to the University-teachers, the researchers, the young scientists and the post-graduate students.

1 Introduction

Change of the status, role and prestige of higher education should be motivated by recognition that it performs systemic functions as the most important element of society's innovative capacity, training of high-qualified personnel, and is considered to be the base of a national information system. It is in the inter-relation with the international systems of receiving, storage and transfer of knowledge in the context of cultural diversity of the Russian society, which is currently under direct influence of a complex of the inter-connected factors at international, all-Russian and regional levels. The major factor, influencing *at the international level*, is the globalization which is characterized by the development of the information flow between the countries, formation of unified economic, information, cultural, and educational environment, possessing an ambiguous impact, in general, on culture and education. Integrating the countries in their cultural and educational activity, globalization promotes overcoming "psychology of rejection" and "psychology of misunderstanding", and suggests processes of mutual, cultural enrichment. Enlarging of the Russian-European partnership and international cooperation on the basis of Bologna Process, causes the need for the specialists-experts, capable to interaction with

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representatives of foreign, native speakers, possessing competences of cross-cultural communication. At the same time, globalization, to some extent, levels a cultural originality of the separate nations and leads to unification of an ethnocultural self-identification. *At the all-Russian level*, the open character of the society to other cultures is provided, as well as distribution of information technologies, enlargement of international cooperation on the basis of cultural values, traditions and norms of the nations, inhabiting Russia and the countries of the World Commonwealth. *At the regional level*, the cross-cultural and international relations are developed between the nations which are tightly living in the Russian Federation. The higher school shapes those social settings, and students' cultural and moral settings according to which the mental moods in society, the level of culture of the international inter-relations, vector of cultural contacts at the all-Russian and international levels, in many respects, are determined.

2 Materials and methods of the research

In the course of our research the following methods were used:

- *common-scientific methods*: the systemic method, the structural and functional synthesis, and analysis; - *theoretical methods*: generalization, the historical and logical analysis; - *empirical methods*: - study of Russian and foreign literature, documents and results of activities, and pedagogical observation.

Introduction of the Bologna education system provided the following transformations: a two-staged higher education – a bachelor degree and a master degree, introduction of the European credit system, and a modular-based training which assumes more flexible mobility of the teachers and the students. However, "the society of knowledge" serves as the prevailing type of social development for scientists. The special attention of researchers to the sphere of higher education is defined by the current changes connected with reconsideration of the university's role in the modern society. Defining features of society's development, determining semantic connotations of "the society of knowledge", is considered in works of Russian and foreign researchers. Thus, P. Druker, was one of the first researchers who suggested to treat our society as "the society of knowledge". In his scientific works, he characterizes knowledge as "a powerful engine capable to create a new society" [1].

G. Bekhmann considers that, knowledge acts both as the main product of modern economy, and the basic principle for the personality's life activity nowadays, noticing the appearance of "the society of knowledge" [2]. Risk as the other side of knowledge is treated in the works by N. Shter [3]. In the philosophical and socio-cultural context, "the society of knowledge" is studied by modern Russian researchers. The scientific works of V.G. Gorokhov are devoted to the problems of the organization of scientific and technical activities in the conditions of "the society of knowledge" [4]. K.H Delokarov focuses readers' attention on moral aspects and value foundations of "the society of knowledge", issuing the problems of education and upbringing [5]. All authors point out that in "the society of knowledge" the significant role is given to higher education, and for the higher education institutions. A new society and a system of economy where information and knowledge play the defining role, set the other qualitative level of requirements to education, causing the need for development of a new educational paradigm for the development of the human capital from the humanitarian stand point. A humanistic orientation continues to be essentially important, which is connected with the person as a subject of humanitarian measurements, and with the sphere of the higher education, possessing a socio-cultural mission in the process of distribution and transfer of values, science and cultures. Simultaneously with the digitalization and the transfer to online-format, all social and political, and social and economic processes, and in accordance with serious scientific challenges and outcomes, a very serious and complicated request for

ethical reconsideration of scientific and technical progress is formed. Scientists of Institute of Pedagogy, Psychology and Social Problems treat this problem from a stand point of a new paradigm within cognitive pedagogy according to which the student is considered as an active subject capable to influence socio-cultural development, and to create humanitarian environment of the life activity. The key educational vector is the development of teacher's humanitarian potential, along with the solution of current problems on student's training and professional development which is focused on creative perception and the solution of the tasks preparing future cultural transformations of the personality [6].

3 Results

The researchers of Institute of Pedagogy, Psychology and Social Problems developed the concept of the *cognitive paradigm of education* which is based on the appeal to ways, types and technologies of processing of information by the person for creation of an individual system of representations, knowledge and competences in the definite subject area and one's own system of surrounding world cognition with an exit to generation of knowledge [7]. For this purpose, the *cognitive pedagogy* is treated as an integral psychological and pedagogical science section with an individual focus on education and a reference point on formation of a cultural and semantic basis of students' worldview, generation of subject, pedagogical and scientific knowledge to the subjects of training. The specific feature of Russian education remains the priorities not only in education, but also in an individual development as a kind of enrichment the content of education within value and semantic orientation. This serves as a "human-forming" knowledge, and development of the corresponding cultural values by the specific personality [6]. The main resource of the educational organization in realization of the humanistic orientation of higher education is highly-professional personnel. The results of our research show that at certain distinctions between the developmental strategies of the educational organizations of higher education, the common "necessary and sufficient" conditions for the realization of the conceptual ideas of a humanization are as follows:

1. *The development of a professional and corporate identity of the personnel of the educational organization* provides integration of all resources which is possible in terms of mutual complementarity within socio-cultural integrity which comprises a system of gaining of the cognitive capital,

The unique, developmental vector both for an educational organization, and the career strategy of each student and each teacher is created in accordance with the requests and abilities of all participants of social and communicative interaction. Being members of one educational team, and the holders of the social status, the students and the teachers identify themselves in accordance with certain norms and corporate requirements of the educational organization, defining corporate character of the personality. Formation of professional corporate identity is carried out successfully in the presence of a mission, values and meanings of the higher education organization developing as a unique social ecosystem, and as an open socially-oriented higher education institution defining vectors of positioning of the organizations' high status. We have outlined the dominating properties of educational corporation: prevailing of the intellectual capital; science development and individual development on the basis of the academic freedom; the axiological bases (which are formed on traditions of solidarity in the inter-generational and inter-human relations on philosophical and worldview teachers' competences); an ability of the educational organization to use the available resources for achievement of a final goal, and, at the same time, a functioning mission – achievement the quality of education. The phenomenon "professional and corporate identity", studied by us, is a dynamic formation, participating in

the process of professional and individual development of members of the educational organization via means of internal coordination of one's own values, values of teachers' and students' communities and values of the organization. It is possible to determine the vectors mentioned further as a pre-requisite for the formation and the development of professional and corporate identity. They include adoption of corporate philosophy; change of management style in a teaching team on the basis of values of the educational organization; information support of social and communicative interaction in professional pedagogical community; development of professional and corporate culture; increase in the status of reputation and image of the educational organization; creation of sufficient and necessary conditions for realization of professional and social interests of employees; the involvement of employees into institutional, professional, and socially-oriented projects; emphasis on professional self-determination, self-organization and self-development of pedagogical workers. It should be noticed that the professional and corporate identity is an objectively existing category reflecting cross-disciplinary character in various contexts of science: psychology, pedagogy, sociology (social anthropology), philosophy and in political science.

The professional and corporate identity comprises the following components: a cognitive component, a value component, an affective component, a connotative component.

We defined the following functions of a professional and corporate identity: an adoptive function, an integrating function, a regulatory and ethical function, a communicative function, a motivational function, an assimilatory function.

The main criteria of a professional and corporate identity are as following:

- a systemic criterion defines an approach to a professional and corporate identity as to the certain complete, social and pedagogical system which is formed under the influence of social, economic, institutional, psychological factors;

- a scientific criterion suggests the use of methods of the scientific analysis, and a scientific knowledge, implementation of modern scientific technologies and diagnostic tools in the course of the analysis and formation of development mechanisms of a professional and corporate identity as tools of management;

- a cultural and historical criterion is based on studying features of formation a corporate and professional identity in the definite social environment under the influence of cultural and historical conditions.

- a criterion of social responsibility defines social responsibility of all actors of education as an ability to be responsible for the actions, results of scientific research and their realization according to the principle of human-conformity. The corporatism has to be increased (on condition of moral agreement), forming orientation of all members of the organization's personnel on social responsibility and solidarity of purpose and values. The result of formation of a professional and corporate identity is participation and loyalty of members of the teaching personnel. Their participation shows their readiness to be a part of the organization, to express the opinion and to join actively in management; the loyalty, in its turn, reflects the correct, and positive attitude both towards colleagues, and, in general, to the educational organization [6].

2. *Development of social and communicative interaction which assumes a change of social and professional interactions between personnel of the educational organization of higher education, focus on positioning of the organization.* The mission and the strategic objectives of the educational organization of higher education tends to become individually- significant for each member of pedagogical team, and the corporate values get closer to the individual and professional values, broadcasting to the external environment via means of professional communications due to various information channels. The professional and corporate identity is reflected to a corporate way of thinking; belonging to

any given university allows to enlarge and strengthen personal and professional communications of an individual. At the beginning and establishment into a profession, scientific contacts tend to increase, and the social and professional communications are enlarged, being used for the scientific purposes, and informal communication that creates a basis for development of a social capital extends. The development and the stabilization of mutual professional communications depend on trust, which is the socially-significant phenomenon, and a core of a social capital of the educational organization.

3. Development of trust level in a pedagogical team supplies the formation and the development of professional communications, and is the main condition of their transition to the status of mutual and stable professional relations between the subjects of education which positive efficiency promotes close inter-relation between the formations of the cognitive capital, and leads to its updating, replenishment and development.

Thanks to a social capital of the university, additional resources of professional communications on the basis of trust between the subjects of educational activity to each other will be mobilized that provides success of educational process and development of the educational organization [8]. Issuing trust in the educational organization, and in the pedagogical team, we define trust as a condition of an employee's subjective experience in the educational organization, this is the recognition form which is characterized by confidence in professional and personal characteristics of colleagues (subjects of education) within which he (she) enters professional interaction, and belief in success of their joint pedagogical activity, as well, and the development of its strategy and tactics [6].

The following positions of trust in the formation of the human and social capitals of the educational organization should be noted:

- appearance of the trust in a certain pedagogical team, creating conditions both for development of a separate subject, and for the development of the whole university, which is considered to be a professional, social network; the success of university's activity depends on density of a "social fabric (material)", quantity and quality of professional communications between pedagogical employees of the organization;

- trusting relationship at the university influences on the enhancing the quality of knowledge and enlargement of professional and labour competences of a certain pedagogical worker or employee and pedagogical personnel of higher education institution, in general;

- the trust creates conditions for development of corporativism of the educational organization, the trust is closely connected with corporate and cultural identity and develops along with it; the trust is positioned as a certain cultural norm.

Creation of the atmosphere of trust in the educational organization and also trust between higher education institutions and social institutes, is a necessary condition for optimum use of potential of pedagogical workers and the personnel of higher education institution, development, updating, creating of components of a cognitive capital of the educational organization - the human and social capitals [9].

4 Conclusion

1. Globalization of education stimulates the establishment of a person of knowledge, who is a person-humanist in the society of a new socio-cultural type while realization of the following necessary and sufficient conditions: development of professional and corporate identity of personnel of the educational organization; development of social and communicative interaction; development of trust level in a pedagogical team.

2. Realization of the ideas of cognitive pedagogy in the system of sciences is considered as a possibility of enhancing the mechanisms of knowledge about the surrounding world while preserving its sociocultural values and scientific knowledge on the basis of active information saturation.

3. The universities' mission has to be expanded and innovated in new conditions with new opportunities of digitalization and scientific achievements in the sphere of cognitive science and their pedagogical adoption.

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