

Quality of education as an indicator of the quality of life

El.M. Lysenko¹, and Ye.N. Zharinova^{2*}

¹Baltic State Technical University "VOENMEKH" named after D. F. Ustinov», Saint Petersburg, Russia

²FGBOU VO "Saint Petersburg State University of Veterinary Medicine", Saint Petersburg, Russia

Abstract. The article presents ideas fundamental for the educational community of the determining role of the quality of education on the quality of a modern person and his/her various aspects of life. The authors turn to the origins of the idea of improving the quality of life in philosophical discourse, show the role of education in transforming a student's potency into his real achievements. The article describes the noospheric and acmeological guidelines for improving the quality of a person and his/her life, considering the degree of the culture of life. Having summarized the philosophical, pedagogical, sociological, and economic research, the authors describe the factors that affect the quality of life of subjects of education, systematize various views on the problem of the quality of education in domestic pedagogy, describe innovations that improve the quality of the educational process, and argue the need for their introduction into the practice of higher education. As a proof of the importance of improving the quality of education and its impact on the younger generation, the article presents the results of a reflective analysis of students derived from essays, questionnaires, and interviews that rank and independently describe the criteria for improving the quality of a person and life in conditions of high-quality higher education.

1 Introduction

At the end of the 20th century, leading methodologists in science and education noted that the topic of the quality of education in its debatable perspective will run, both in Russia and in the world, a red thread through all the problems in the 21st century. And they hit the mark. The model of sustainable development of society we are striving for at the state, economic, and educational levels, can only be presented in the "form of controlled socio-natural evolution based on public intelligence and the quality of educational systems in society" (A.I. Subetto). "Education is the main "foundation" of modern culture, science, technology, spiritual, and material production, as well as sustainable development of society. Improving its *quality* requires a general theory of education... The theory of productive education can be created only on the basis of the data of "multi-storey measurements" of the performance of subjects of creative activity in different spheres"

* Corresponding author: andromeda55@mail.ru

(N.V. Kuzmina). Today, numerous innovations of the Ministry of Education are aimed at improving the quality of education, and both the students themselves and their parents, as well as employers assess the quality of education. Representatives of several hundred European universities identified quality as the cornerstone of creating a unified educational space. They call the quality of education a precondition for attractiveness, mobility, and trust in European higher education [7]. In modern Russia, the issue of improving the quality of education is gaining its relevance and determines the number of innovative changes in the educational system.

2 Material and Methods

The prerequisites for philosophical reflection on improving quality in the subjective nature of man are the cultural and historical concept of the development by L.S. Vygotskii, and subjective dynamics of the culture of life by E.M. Lysenko;

- development of the acmeological theory of education by N.V. Kuzmina, A.A. Derkach, V.P. Branskii, S.D. Pozharskii; E.N. Zharinova;

- conceptual ideas of noospheric education by A.I. Subetto, G.P. Sikorskoi, V.N. Popkov,

- the theory of the quality of education by S.D. Ilienikova, S.M. Vishniakova, A.I. Subetto, N.A. Selezneva, V.S. Stepanova, L.A. Suchkova, Iu.B. Rubin, V.P. Panasiuk, M.M. Potashnik, etc.

Research methods: conceptual analysis, phenomenological method, modeling, analysis of activity products, content analysis.

3 Results

A theoretical socio-cultural analysis of the topic being studied has shown to have historical roots. "Quality" as a philosophical category is expressed in a set of features, properties and essential features that give an object or phenomenon a certainty and distinguish it from other objects or phenomena, that is, quality is associated with the existence of an object, is immanently inherent in it. In terms of economics, the concept of quality means the degree of compliance with requirements, standards, expectations, including target or acceptable values. This word takes on a completely different connotation in the phrase "quality of life", as in this case it usually means a set of indicators of the general well-being of people.

The discussion of the problem of the quality of life urges us to recall the brilliant insights of the philosophers of Antiquity, who substantiated such important characteristics of life as "happiness", "meaning", "potency", "must", "virtue", giving preference to spiritual qualities. Aristotle believed happiness to be nothing more than the joint completeness of three benefits: first, mental; secondly, bodily, which is health, strength, and beauty; third, external, namely, wealth, nobility, and fame. Diogenes also pointed to the trinity of life: life is speculative, active, and rational (the latter, from his point of view, is preferable). Aristotle's ontology distinguished two aspects of being - "being in possibility" and "being in reality", implementation, that is, potential and actual being. The principle of entelechy says that "if something is in a possibility, then under favorable conditions it is implemented, that is, it turns into reality." We consider education to be the way of transition the potential into the real, in which the nature of human life itself is implemented. Thanks to education, a man becomes a person, comprehends the art of life where a person is both "a creator and an object of his art, a sculptor and marble, a doctor and a patient" (E. Fromm).

At the turn of the 19th and 20th centuries, Rudyard Kipling expressed the prophetic idea that education appears as the greatest creature comfort only if it is of the highest quality;

otherwise it is useless. In this regard, such key concepts as “quality of life”, “quality of a person” and “quality of education” are closely related.

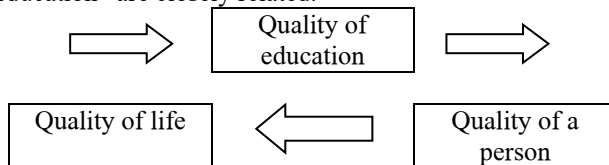


Fig. 1. Correlation of the concepts of “quality of education” - “quality of a person” - “quality of life”.

According to V.P. Panasiuk, the connection between these concepts is built as follows: "quality of education" - "quality of a person" - "quality of life". Education shapes a person, and in today's difficult economic, cultural, and social situations, it is called upon to ensure the quality of life of subjects of education in the present and future [5]. It is believed that the American sociologist J. Galbraith was the first to propose the term "quality of life" in 1958. There are different approaches to the definition of "quality of life" and different assessments of this characteristic. In 1961, experts in politics, economics, sociology, and education developed a generalized structure of the “quality of life” components, including “health”, “food consumption”, “education”, “employment and working conditions”, “living conditions”, “social security”, “leisure”, and “human rights”. Later (in 1990), the concept and the human development index (HDI) were developed, close in meaning to the generalized indicator of the quality of life of the population. In general, the development of human potential has been assumed to consist in expanding the possibilities for a person to choose directions of activity, reflecting his capabilities and interests, which were reduced primarily to achieving a long and healthy life, acquiring knowledge and gaining access to economic resources.

The point of view of M.N. Alferova is of interest for or research. It suggests to understand “quality of life” as “the unity of indicators characterizing the level of realization of human needs and the degree of his satisfaction with the implementation of his life plans (life strategies) and correlated with the minimum standards and resource possibilities of society (Alferova, 2002). The close in content criterion is "integral indicator of quality of life" (IIQoL), proposed by V.K. Bochkareva and consisting in the interpretation of the quality of life as well-being: health, labor activity, education, standard of living, and level of culture [2].

E.M. Lysenko, in his concept of the subjective dynamics of the culture of life in the educational space of society, judges the quality of life by the level of formation of the “*culture of life*” as a subjective phenomenon, the essential “property” of the personality and the way of formalizing its existence in the universe. The phenomenon of "culture of human life" is considered as a synergistic combination of three categories - "life", "subjectivity", and "culture". The concept of "culture of life" presupposes an appeal to the triads of the concepts of "cult - cultivation - cultural conformity", "art - skillful - temptation", "image - education - literacy", which are epistemologically close. In general, the author adheres to the general scientific interpretation of "culture" in its original meaning (paideia), dating back to antiquity, and associated with the upbringing and education of a person, that is, with the cultural experience of mankind, which is transmitted and internalized by the subject of the culture of life in educational practices [4].

The quality of life as a category is thus linked to and is inseparable from the quality of a person. A.I. Subetto notes that the process of modeling the quality of a person is a cultural process of forming the ideal of a person, which the culture of a given society calls for. “The ideal of the quality of a person (“the image of the quality of a person”) determines the ideal of the quality of education [6].

A person is subject in a multicultural society to the law of the diversity of cultures, ethnic groups and languages, local civilizations, creating a cultured educational reality (L.N. Gumilev, N.Ia. Danilevskii, V.P. Kaznacheev, A.J. Toynbee, P.A. Sorokin). In Russia, undoubtedly, the modeling of human quality is initiated by Russian culture, philosophy, and pedagogy. They are the supports for the Russian system of education and upbringing, considering the diversity of cultural traditions of other peoples. The image of a person's quality is associated with the spiritual and cultural traditions of generations (the idea of all-humanity, the cult of labor, the primacy of the spiritual over the material, the cult of love and family, honesty and loyalty, courage and integrity of knowledge, the noospheric quality of a person) and new trends (striving for acme-heights, self-realization). In the educational space, to achieve the quality of a person, conditions form that ensure a person's professional and personal development, as well as the cultivation of his/her personality as a "root person" (PA Florensky), "a person of dignity", "acme personality (N.V. Kuzmina, E.N. Zharinova).

Building such a model is possible only if implementing the law of advanced development of human quality, the quality of social intelligence, and the quality of educational systems in society. The introduction of such a model is based on the principles of the advanced development of the quality of higher education in relation to education; advanced system of training personnel of higher scientific qualifications (through competition, postgraduate study, doctoral studies); and outstripping the quality of "living knowledge" transmitted in education, demanded by the time, innovative, "materialized" in technologies and systems of various fields of activity of specialists.

Higher education drops into a new qualitative state, the defining moment of which are openness to innovations, rejection of reproductive transmission of proven "truths" to students, and recognition of the culture-creating function of educational systems. University graduates are expected to have a well-formed ability to interact with a dynamically changing society, a willingness to work with carriers of different cultures, to comprehend the processes taking place in the world, to broadcast cultural values and to carry out creative activities. Becoming the central phenomenon of culture, higher education in a multicultural educational space accumulates science-intensive technologies, information products, highly qualified teaching staff trained from various ethnic groups. New trends in education give rise to a special polyethnic and supra-ethnic phenomenon - the phenomenon of the culture of life as a guideline in the professional and personal training of students.

The goal of designing a culture of life in the modern multicultural educational space is becoming the main and lasting value, namely, the awareness of a person (the subject of education), the meaning of his life, filling the "existential vacuum" (V. Frankl), the desire to achieve acme heights (N.V. Kuzmina). "The school must move from the idea of an educated person" to the idea of a cultured person, that is, instead of ready-made knowledge, skills, and abilities reproductively assimilated by students, there comes a focus on their formation, processing, transformation, and even conversion.

The indicators of acme-socio-cultural maturity determine the maturity of the culture of life, which is achieved due to the ongoing interrelated processes of acme-socio-cultural genesis at the level of the life path of the subjects of the culture of life. The essence and significance of family education is comprehended on the basis of the archetype of generations, the cultural and historical code of the people, the determination of the mechanisms of the cultural and personal potential of the subjects of the culture of life and the institutionalization of the future, which determines the quality of human life. The transformation of the culture of life occurs under the *external* (social and historical being) and *internal* influence (subjective being of the individual). The creative educational space allows for the synthesis of these two principles and turns the external influence on the part of the teacher into **interaction, accompaniment, co-creativity, creation.**

“From environmental education to education for the environment” is a new educational goal for all levels of education. This goal requires a new environmental imperative. Environmental education from the category of support, or background disciplines, should gradually move into sections of educational standards and learning technologies.

Today it is advisable to raise the question of the acmeological approach to the subject of the culture of life (A.A. Bodalev, N.V. Kuzmina, A.A. Derkach, etc.). Acmeology can give a clear description of acme-achievability as the implementation of the quality of subjects of education at the level of a person and his/her life.

Focus is also on new requirements for educational outcomes and the educational process, due to the demand for the mass character of creative competencies, which have so far been considered as elite, and on the mass readiness for retraining; on the need for education throughout life, considering the individualization of educational trajectories, in the construction of which the student him-/herself should play the leading role as an independent subject rather than the teacher/state in relation to the immature/passive student.

4 Discussion

Based on the analyzed material we can state that the factors that increase the innovative susceptibility of quality assurance in higher education include fundamentalization of education; universalization of education; organization of permanent forms of personnel training (retraining and requalification); flexibility of the educational system using computer information systems that provide high-quality training for students in online and offline modes, with the readiness, if necessary, to use a distance learning format; implementation of competitive mechanisms and competitions; development of scientific schools with the massive involvement of students in their functioning; high rates of training of new highly qualified personnel - candidates and doctors of sciences; leisure time for the academic staff (pedagogical collectives) for research work and creativity for the dissemination of their pedagogical experience into the educational space; striving to achieve the acme-vertex development of one's personality at all levels and to create a spiritual product; and formation of a culture of life, accumulating a culture of beauty, harmony, joy, happiness, and creativity.

As the experience of academic teaching shows, the quality of the educational process depends on the quality of educational programs, management of the educational process, educational technologies, media of educational process, students and the quality of the potential of the academic staff.

The very concept of the quality of education is multifaceted (Fig. 3). It is considered as “an integrated feature of educational activity” (Federal Law “On Education in the Russian Federation”); “Multidimensional feature of higher education” (Bologna process); “a complex category, including civilizational, cultural, socio-systemic, national-aesthetic, educational-pedagogical and personal dimensions” (A.I. Subetto), “an order for a specific education, education management and implementation of the order” (L.A. Suchkova), a balanced compliance of the result, process, educational system with the needs, goals, norms, standards (Iu.B. Rubin, N.A. Selezneva [9]); “A set of characteristics of the educational process” for the effective formation of competence and professional self-awareness (E.M. Korotkov), “an integral feature” (S.M. Vishniakova); “a system corresponding to the accepted doctrine” (N. Petrov, O. Oleinikova); “the ratio of the goal and the result” (M.M. Potashnik), “the result of activities to achieve the goal of education” (V.I. Zvonnikov), “management of the quality of education, manifested in self-monitoring, ranking of educational institutions, in the development of strategies for improving professional activity” (N.V. Kuzmina), “the relevance of the knowledge gained in specific conditions for improving the quality of life” (S.I. Ilienikova).

To assess the "quality of education", "quality of life" and "quality of a person" by subjects of education at psychological and pedagogical classes of universities of St. Petersburg ("Eastern European Institute of Psychoanalysis", St. Petersburg Medical and Social Institute, BSTU "D.F. Ustinov Baltic State Technical University", St. Petersburg Institute of Technology (Technical University). The trainees prepared an essay on the topic "Me in education - education inside me" and ranked the values of personality, education, and life.

The content analysis of the statements has made it possible to draw up a table reflecting the relationship and interdetermination of key categories in the longitudinal section of modern students. Over 240 students took part in the study in 2020-2021. The results are shown in Table 1.

Table 1. Ranking of indicators of "quality of life", "quality of personality" and "quality of education" by university students

Quality of life	Personal qualities	Quality of education
Satisfaction with social and cultural status	Self-determination and self-fulfillment, achievement of acme	Formation of life-meaning orientations in goal-setting
Material well-being, availability of vital material goods	Personal growth and self-efficacy	Meeting the need for self-knowledge through interactive teaching methods
Satisfaction with work, profession, availability of social motivation for achieving success	Sociability, ability to build relationships, willingness to cooperate	Meeting the need to understand other people to build effective interaction by maintaining high motivation in the educational process
Internal harmony, a sense of psychological well-being	Life-meaning orientations, vision of development prospects	Establishment of causal relationships for assessing political, economic events
Feeling of health, healthy lifestyle, physical comfort	Resistance to stress, ability to resolve conflicts	Meeting the need for knowledge and the formation of a picture of the world through the selection of the content of the material
Spiritual well-being: introduction to the riches of spiritual culture, art	Caring for the welfare of others, affection, empathy	Introduction to information resources, computer technologies during online and offline learning
Satisfaction with relationships with loved ones	Openness to new experiences in the professional and personal spheres	Formation of interest in subject areas of science, due to interdisciplinary connections of educational material
Satisfaction with leisure time,	Congruence, that is, ability to combine "me-body", "me-thoughts" and "me-feelings"	Formation of a scientific and noospheric worldview due to the science intensity of educational technologies
Hobbies, availability of services that meet desires	Gaining social experience and personal maturity	Development of an individual style of learning activity due to a person-centered approach
Satisfaction with the multimedia content	Readiness for constructive activity and creativity	Demonstration of patterns of behavior and response due to the perception of the teacher as a reference person
Availability of life prospects and opportunities for their implementation	Awareness of the noospheric mission, political activity and citizenship	Formation of universal, general professional, and professional competencies

5 Summary (Conclusion)

1. The concepts of "quality of life", "quality of education" and "quality of a person" are inextricably linked and are mutually conditioning and interpenetrating.

2. Quality is the basic category and vector of modern educational policy and the foundation of the national quality policy.

3. Quality of life is often determined through the concepts of subjective well-being, IIQoL (integral indicator of quality of life) and is assessed by the level of adaptation to the social environment, skills to maintain social, physical, and mental health, the degree of material and spiritual satisfaction with one's life.

4. The quality of the personality is determined by the acmeological focus, socio-cultural maturity, biopsychosocial-spiritual foundations of the culture of life, the degree of formation of the scientific and artistic picture of the world and the noospheric worldview.

5. The main category of the quality of the result of education is the quality of education "as a public good" (A.I. Subetto) [7], as the creation of a spiritual product by means of education (N.V. Kuzmina) [1,3] with the help of interactive forms and methods of teaching (E.N. Zharinova) [4].

6. The culture of the Russian people, spiritual and cultural traditions and modern trends become the benchmark of higher education.

the quality of education, person, and life are acquiring an acme-orientation, a noospheric dimension and a focus on the formation of a culture of life in the 21st century. The President of the Russian Federation V.V. Putin proclaimed from the highest rostrum the thesis that makes the development of education a task of national importance. He noted that we have always kept the bar high, which is the key to the successful development of the state and society in the future. The quality of education in the 21st century is the key to ensuring and improving the quality of life of citizens as a target for the functioning of the nation state and any society.

References

1. E.N. Zharinova, N.V. Kuzmina, *Theoretical and practical acme-technologies in fundamental education*, 4 (Publishing house of SU "Center for Strategic Research", 2018)
2. G.M. Zarakovskii, *The quality of life of the population of Russia: Psychological components*, 319 (2009)
3. N.V. Kuzmina, *Acmeological theory of improving the quality of training of education specialists*, 144 (RSL, 2004)
4. E.M. Lysenko, V.S Korotenko, *Development of science and education*, 4, 104 ("Sreda" Publishing House, 2019)
5. V.P. Panasiuk, *School and quality: choosing the future*, 384 (KARO, 2003)
6. N.A. Selezneva, *Quality of higher education as an object of systemic research*, 95 (2004)
7. A.I. Subetto, *General description of the innovative model of higher education in the Russian Federation as a system of quality assurance and quality management of higher education*, 36 (2005)
8. N.N. Pachina, V.P. Kuzovlev, N.V. Kuzovleva, *Journal of Advanced Research in Law and Economics*, **8(22)**, 28 (2016)