

ECONOMY AND OPERATION OF NATIONAL ECONOMY

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RISKS OF MODERNIZATION AND REFORMING OF RUSSIAN HIGHER PROFESSIONAL EDUCATION

Investigated the process of modernization and reforming of the Russian system of higher professional education and risks associated with the organisation of this process. The proposed innovative model of management of the system of higher professional education.

Keywords: risk, modernization, reform, vocational education, a model of management.

Education is one of the most problematic areas in development of modern Russia. Public political and socio-economic reforms of the last decade of the previous century had a great impact on the education in Russia. The aforementioned reforms allowed to realize an academic autonomy of higher education, to provide the variety of educational institutions and curricula, to develop Russia's multinational school and private sector. At the turn of the century the question of bringing the national educational system of the Russian Federation in correspondence with the challenges of the time acquired a special topicality. The aforementioned processes are reflected in the laws of the Russian Federation in the field of relation regulations in the education sphere. However, the continuing crisis has significantly slowed the positive changes. In many respects, the Government doesn't pay attention to the education. Thus, the education itself is forced to survive, putting aside the real needs of the country.

The first decade of the twenty first century laid the foundations of the modern educational system in Russia [3]. The first and the main

principle states that it is the society and employers that turn up to become the customers of educational services, the latter being the end consumer of the services. Business representatives were involved to the creation of educational standards, infrastructure and the content renewal in the primary, secondary and higher vocational institutions. They also added to the development and commercialization of the higher education science.

The second principle comprises such important factors as efficiency and work result. It is connected with the transfer to capitation financing and the competitive principles of additional financial resources' allocation.

The third principle is dedicated to the informational openness. It is also underlines the importance of involvement of all interested parties in the discussion of the main initiatives and bills. The recent «On education» bill can serve as an example of a broad public discussion.

Thus, the results of vocational education modernization are as follows:

Creation of a network of leading universities, a significant renewal of educational mate-

rial base, the transition to the modern educational standards, the rapid development of higher education science, the establishment of the necessary relation level between the subjects of educational system, namely between the state and the people, businesses and universities, enterprises and individual employees or future specialists.

The further movement continues on the basis of these foundations. First of all, the realization of national project «Education» is still not finished. Secondly, the year 2011 saw the beginning of the new federal target Russian program. The development of the vocational education is among the main priorities of the program.

According to the analysis of theoretical researches in the field, reform process and media discussion, the modernization of Russia's higher vocational education is a controversial form of the government in the developing market.

The ambiguity of the process under analysis lies on the one hand in the government's dominant role and the bureaucratization of the institutional management, on the other hand in the counter-cyclical market regulations. As a result there is a threat of risks and deformations for all the subjects of educational activity, namely for society, the state, the employer, the university and the personality who gets the education.

It should be noted that the specific character of the educational activity under the conditions of market economy, intense competition and unfavorable market is generally compromised, not to mention the educational reformation.

Thereupon, there exists a great risk of intensification of crisis in the system of higher education. The crisis of such kind would result in the complete discrepancy between the given education and the needs of people.

Generally speaking, it should be mentioned that first of all the risks exist in the educational activity itself [2].

The risk analysis of the reformation of the higher education in Russia helped to arrive to the following conclusions:

- modern Russian society is on the way of constant soul-searching. On the one hand, there was an erosion of behavior patterns which resulted in the deformation of existing mechanism in the transmission of intergenerational

values. On the other hand, the semantic interpretation of such basic concepts as labour, recognition, success has changed.

- one can not but mention the existing crisis, especially among the youth. The crisis which is manifested in the consumer society attitude towards life, the pursuit of immediate enrichment, civil nihilism, overestimated claims on success without personal contribution to the achievement.

- economic anemia, officials' corruption, weakness of judges, non-feasance of law-machinery come out to be the main urgent problem.

In previous years, the increased risk was primarily connected with the acute shortage of essential resources for a high-quality educational activity. The factor was determined by the careless attitude of the government towards the problems of institutes of higher education. In these terms, the main risk factor was associated with the problem of survival of higher education institution in the unstable market.

Currently, risk sources have different nature and are realized under the different socio-economic conditions.

The first factor which comes out determine the new risk level of the education activity; the transfer of the higher vocational institutions to the autonomy of educational institutions.

This results in the exclusion of higher education institutions out of educational sector with the corresponding shift to the self-financing and absence of legal protection from privatization with all the ensuing consequences.

Institute of Education is increasingly losing the status of a public institution and becomes one of the many areas of market services.

The reforms under discussion are expressed in the «forcing» of specialists with the higher level of education compared to the Baccalaureate. Thus, as a result we have an automatic reduction in the mass professional education, the loss of the major volume of educational content and teaching techniques accumulated by the national education system for the specialists.

The main risk factor is that the system of modern higher vocational education in Russia, reacting to the established needs of the market which is deformed towards the trade intermediary and financial service activities does not

reflect the real needs of achieving the new education quality. Moreover, the established unreasonable competitiveness and unstable state of the market in the sphere of educational services contain the risk by their nature. At the same time, the situation of riskiness is created, taking into the account the mentality of Russian society which is characterized by the disappointment in previous reforms, non-confirmation of the social and personal expectations. This kind of situation gives rise to various risks of consumers of educational services, universities and risks of the entire system of higher education, the individual and the State risks, as well as organizational and society risks in general, which are expressed in the systematical discrepancy between the expectations, declarations and the real results for each group of consumers of educational services and the subjects of the educational activity. Thus the variety of social, economic, state and personal risks are interrelated as the objectives of the interested parties intersect in the field of quality training, but the means of achieving these goals vary to a great extent.

One of the major risks for Russian citizens is a risk of violation of the principle of accessibility of education. This is an extremely socio- dangerous phenomenon, caused by the departure of the Russian authorities from the financial support of education, causing irreparable damage to the industry, pushing it toward the privatization and commercialization of education services, and indirectly – to the violation of human rights. [4] It is advisable to introduce a moratorium on the deprivation of educational institutions of tax benefits as an additional guarantee of their existence and realization of their essential social function.

The underestimation of the entire spectrum of the social functions of education is expressed in the underestimation of formative function of the stratum as a «social mobility», providing social professional and academic mobility of the individual[4].

This often leads to the increased segregation of the population, the social and socio-psychological inequality between people, to the transformation of the education into a kind of unequal society.

The reform of the vocational education system incurs a risk, having the long- term conse-

quences. Such consequences may be missed by the authors themselves and will hardly match the expectancies of people and the individual groups. The reform incurs a risk as the compensatory actions taken in order to smooth the foreseeable short-term negative effects or to clarify the true meaning of the undertaken measures may be insufficient as a result of the inherent dynamic of value concepts and the motivation of the group affected by the reform.

Despite the fact that the reformation process is mated with the chain of different risks, the modern education can no longer remain in a state of inner isolation and self-sufficiency. The reformation of the modern higher vocational education in Russia demands the clear strategy. According to the researches, there exists a strategy but a paradoxical one. The paradox implies the fact that the strategy is carried out without taking into account the social and economic effects of education. Moreover, there is no understanding of education as a priority-driven channel of influence for the state.

However, a possibility of different threats and risks is great if there is no understanding of the systematic character of all economic, social and mental effects of the reform in higher vocational education.

In the context of globalization of the Russian economy and the formation of new economic systems based on the human and social capital, knowledge and advanced technologies, the education system must respond quickly to the changing needs of the market, that is to develop effectively under the conditions of uncertainty and environmental risk. Modern education should contribute to the innovation climate in Russia, ensuring sustainable economic growth and innovative way of development of the Russian economy. According to our opinion it is necessary to develop and implement innovative management model system of higher education. The distinguishing features of the model are as follows:

- Strengthening of the self-organization learning instead of the use of the strict control system
- The use of openness and negotiation methods in the discussion instead of manipulation and the use of administrative resource

- The use of the conflict in an effort to develop the organization instead of the elimination of conflicts;

- The use of scientific methods in solving problems, the involvement of consultants instead of involvement of the bureaucracy

- The continuous introduction of innovations in the various spheres of the organization instead of the rejection of the innovations

- The formation of an informal relationship to the staff as equal participants of the team-work.

The result of the undertaken reform in the education system can be both positive and neg-

ative, depending on the risks that are realized. Implementation of such management model would help to reduce the risks and threats, making the reform and modernization understandable to consumers of educational services. Only such a comprehensive approach to education reform can initiate functional transformation of the Institute of Education and contribute to creating of new public education system which has a fundamentally different level of efficiency of processes and the end product of which is expressed in the quality of education of the population and its functional mobility.

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