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## **Systems and Institutions of Education**

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## **Undergraduate Education as a Zone of Instability: Implementing a Studentship Centered Approach within the Transition to the GEF HPE Standards in Russian Universities (Case Study of the RSUTS)**

In 2003, Russia, along with other countries of Eastern Europe, joined the Bologna Process and took itself voluntarily a commitment realization of which supposed to guarantee the export of educational services of Russian Universities to Europe, as well as development of academic mobility.

Nevertheless, a low level of a reliable insufficiency of information, finance services, traditional orientation of the state high school institutions to the State Paternalism made the high school reforms not so effective. By 2010, at the moment of the adoption of new standards of the high school education (HPE) taking into account Bologna Regulations, a major part of previous legislative documents kept on being of a kind of declaration, while the educational community went through the way of description of the present day practice using now terms of the Bologna phraseology, mentioning mainly spheres of crediting, without changing essential characteristics of traditional University Educational System. Carrying out of the educational activity according to Undergraduate and Master's programs were of an experimental and exclusive character and this very fact can be confirmed by a practically unchanged number of studentship involved in the traditional programs (See Table 1). This situation was easily achieved while there was a choice between traditional 5 year programs of specialty and 'new' programs: undergraduate studies and master's degree

**Table 1**

**Trained persons of different educational programs as proportion of the total number of students of the Russian Federation**

Level and type of educational program	Year		
	2006 <sup>1</sup>	2007 <sup>2</sup>	2008 <sup>3</sup>
Specialty	92,4	92,2	91,3
Undergraduate studies	7	7,3	7.9
Master's degree	0,6	0,5	0,8

There was no more recent and generalized official information related to proportion of statistical indexes of the number of students. Before approval of the new standard the situation has not changed significantly; only in some periodicals of the field has been mentioned the index equal 10.4%. Taking into account the fact that proportion of undergraduates of master degree is no more than 1%, the institutions of high school of the Russian Federation during next four years will

have to be transferred into two level programs 530 of the previous version(including baccalaureate) as mass and basic.

Nevertheless, implementation within the higher education system of the first regulation of the Bologna Declaration and the main requirement toward multilevel educational programs (Bachelors and Masters) was not easy to describe without seriously destroying traditional one-level system. (In The new 5 year classifier of professional educational programs there are 109 point instead of 530 of the previous version). Legislative approval of the new standard has drawn the line under the independent choice by the high level educational institutions. Starting from 2011, they must become obedient and prove their right to be financed centrally and, for this purpose, to exercise the admission of matriculants according to new standards or to loose the state accreditation. Not many universities dispose of resources that can be sufficient to expect to maintain an independent regime and implement an independent their own policy. Taking into account their habitude to the loyalty, Universities are rushing now to pass to the Bachelor's programs and, using services of their Ministry, to express every form of loyalty to license promptly traditional educational programs and to transform them into the Bachelor's ones. Hereby, the first mass graduation of Bachelors will start in 2014-2015 academic year. Taking into account an accelerated licensing, the beginning of the process will start in 2012-2013 academic year.

According to the data of the monitoring of the education system, every year the labor market of Russia will get 1.300.000 Bachelors having a secure professional status but without any job of needed qualification, and without any positive employment prospect. In the labor market we see two agents: on the one side, young people having a diploma that promises his\her worth-while social status and, on the other, employers that are not ready to repay defects of the education system bay means of organizing courses of additional professional training, to pay a higher level of salary for a low level qualification<sup>5</sup>. The major part of the new graduating students do not make aware of real level of their professional competences, they do not see that they will have to make many efforts to get them<sup>6</sup>.

Research that was published in 2004-2008<sup>7</sup>, attest unequal possibilities to access a high quality education<sup>8</sup>, which to some extent can guarantee acquisition, in the future of jobs which would correspond to ambitions of new comers.

It sure enough that adaptation processes as a reaction of the population on the challenges are taking place (see publications by T.I.Saslavskaya and M.N.Shabanova); this is a need for a students to get employment and development of different forms of additional education, etc. Nevertheless, the main problem: is the mismatch of the status of a qualified professional who if offered a job of a simple low level worker is not resolved.

Disproportion between the number of university graduating students and possibilities of employers, between expectations of new comers and their potential employers, capacities of a particular labor market and its possibilities to meet these expectations contains an enormous potential of social dissatisfaction and creates a great probability of social instability, in other words, a zone of turbulence.

It is clear that it is expedient to assume preventive measures which would include programs that presume that students of Bachelor's programs will elaborate a social subjectivity, id. est., capacity of promptly adapt themselves in a rapidly changing world, in other words, according to a competent approach to the evaluation of educational characteristics, forming up of the key and universal competences to evaluate themselves and social environment, as well as real professional prospects.

One of the probable possibilities to solve the problems of decreasing social tensions can be an implementation of a task-oriented adaptation program for the studentship for a transition to standards of a new generation, for example those implemented by the Russian State University for Tourism and Services RSUTS. **"Implementing a studentship centered approach within the transition to the GEF HPE Standards in Russian Universities (case study of the RSUTS)".** It includes in itself:

1. Program of measures oriented to form a stable and positive image of the prospect to get the Bachelor's Degree and the motivation among the matriculants and students to get this degree.
2. Building-up of target towards the idea of getting the undergraduate education, awareness of using it in a regional labor market.
3. Measures oriented towards an increasing academic mobility, organizing collective program (double diplomas), organizing professional practice abroad, granting a European Annexes to the diploma to the graduates.
4. An inner monitoring of the education quality (including the corruption-suppressing programs).

Presenting here the intermediate results of the sociological study of the implementation of this program in the 10<sup>th</sup> Conference of the European Association of Sociologists we are eager to believe that the experience obtained within the RSUTS can be of interest not only to the Russian Universities, but to the Universities of the Eastern Europe, where the model of "Bachelor+Master" was not institutional and where there are similar problems.

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## **The Formula for Determining the Motivation of Teachers for Training**

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In the connection with the reform of general education, material, which can influence the choice of teaching technology of a teacher, can be given in the frame of seminars for the teachers. The realization of psychology – pedagogical ideas of education make terms a teacher in necessity of making an one's enlightenment – preliminary self-determination in the direction of own activity.

Naturally, psychology – pedagogical tasks of teachers enlightenment assume ever greater importance – their complex preparation to the important choice of pedagogical technology. But nothing and nobody can make a teacher to be taught, if a teacher hasn't any motivation.

The term «motivation» is wider in the meaning, than the term «motive». The word “motivation” is used in modern psychology in two meanings: the first one is as a system of factors, determining the behaviour (including needs, motives, intentions, aims and so on) and the second one is the description of a process, which stimulates and supports the behavioral activity on the definite level. We will use the notion “motivation” in the sense of determining the whole complex of reasons psychological character, which explain the behaviour of people, activity and orientation and explanation of motivation demands following parts of behaviour: its starting, period, tendency and stopping after the achievement of the results, construction for the future events, raising the effect, reasonableness and the sense of behavioural act. Besides, on the level perceptual process, the motivational explanation is selectivity, emotionally specific colourfulness.

In modern world, adults have to study all their life, particularly, that concerns the profession of teachers, and no doubt, that the foundation of success is our ability to study in this quickly changing world.

We offer one of the approaching of the definition of the motivation: “Formulae for motivation of education” which is necessary to use for psychologically pedagogical education in different seminars for teaching. This approach of motivation of two english researchers, Andrea Sperling and Gim Smith, the authors of books: “Study all the life: on the tigers back”.

Auditors are offered to rate the degree of motivation to the points system, and put down the results in separate papers and these papers should be given to the organizers.

To rate every position points from one to ten in the formulae:

$$r + R + P + p = m$$

**r** – means the degree of readiness to be taught.

**R** – supposing valueness of teaching. It can be social or cultural.

**P** – possibility, that it can be successful. It depends on previous experience of feeling own effectiveness as a pupil, it depends on co-incidence methods of teaching and your own style, besides it depends on your ability to overcome coming difficulties.

**p** – possible influence on studying your life. It may be the appearance of new possibilities and ability to overcome with external changes or rising of satisfaction degrees that you have got new information.

**m** – degree of motivation to this or that possibility of studying.

The usefulness of this kind of investigation is not doubtful, as the offered formulae let clean up the question of necessity of studying on this period of life and we can answer the questions: what is the sense of it? “What need I to know about it? Does it work out? How can I use it for myself? How will it help me to make success in my work or private life?”

The results of the theme will help to find out the best way out for the best interaction with teachers for raising motivation of studying.

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**Atamanova, Galina I.**

## **Teacher through the Eyes of a Student**

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The main direction of the strategy of modernization of education due to the need to achieve a new quality of education - the quality, that meets the new socio-economic conditions of Russia and the main directions of its development.

Not by chance the issue of new teachers is formulated in the national educational initiative, "Our new school", approved by the President of the Russian Federation January 21, 2010.

Our new school, according to this document – is that a new teacher should be open to everything new, understanding child psychology and characteristics of students, and teachers, who know their subject well. The task of the teacher is to help the students to detect themselves in the future, become independent, creative and confident people. Sensitive, attentive and responsive to the interests of students, and open to all new teachers - a key feature of the school of the future. The role of the principle in such a school will be changed; the degree of his freedom and responsibility will increase.

The focus of our attention was in the issues of innovation activities of teachers, and the search for effective technologies interaction between school and university in terms of modernization of education.

To analyze the work of today's teacher, including the terms of innovation, we appealed to the experiment. A group of initiative students from the 5-year physics and mathematics in the period of teaching training in 2010, held their pedagogical research on the planed project. The plan of work includes reviewing reports of pedagogical trainings of physics and mathematics faculty Tuvan State University during the period of continuous school pedagogical training, and during the period of teaching practice, and reviewing reports of their state teaching practice and class attendance.

To write a report on the activities of today's teachers, the students attended classes experienced teachers (this was a prerequisite), talked with the school administration, teachers, school students, conducted tests and questionnaires.

They visited and analyzed employing a total of 1160 lessons of 160 teachers. As a result of these visits it was necessary to identify the most interesting methods and techniques used by experienced teacher in their classes and analyze them in terms of innovation

What are the teachers through the eyes of our students? What do the students see in today's teachers? What are the conclusions made for myself? Responses were received on these and many other issues.

General conclusion that the students did: after analyzing the results of the methods recommended by the experiment it was found that the lessons of trainee teachers are held up to high standards of creativity, with compliance of hygiene standards, in compliance with psychological and emotional climate on a good



emotional level. However, to their surprise, the activation of the cognitive activity of students, based on observations, interviews, questionnaires and testing of schoolchildren found is not happening. 80% of students of physics and mathematics faculty indicate a negative attitude of the school students to studying, lack of interest in the study of academic disciplines and other negative phenomena. Therefore, along with the indisputable merits of different methods and technologies by experienced teachers, we must note the negative aspects that accompany to this process. In the practice of teacher's work there are contradictions that are needed to be resolved: on the one hand there are professional teachers, who are creative in their work, on the other hand there are students, who have little interest in the learning process. What is it? Is it a one-man show or inept application of new methods and technologies? Or maybe the problem is in her students? Or maybe it is not about teachers and students, but in relation to gaining knowledge and its values? Our assessment and analysis of lesson attendance had analytical pattern, which helped to identify the most successful pieces of lessons, as well as such issues that require further improvement. We did not expect that we get so many unresolved issues that require further investigation.

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## **The University's Corporate Culture in the Making a Specialist**

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Radical changes have occurred in all spheres of life of Russia in recent decades, despite many challenges, of course, contributed to the development of social freedoms and opportunities for creative self-realization of young people. The new situation requires, however, and new behaviors that are adequate to modern society.

The new reality dictates the necessity and simultaneously the need and the modern student to understand the situation, understand their role and place in society, for which he needs the relevant knowledge and skills.

Transition of the system of higher education at a two-level model of learning provides for a new approach to building competencies of graduates and effective mechanisms for learning and control. Note that the qualities required of the modern university graduate, they acquire them, not only within the educational process. Axiomatic pedagogy demonstrates the importance of environment in the education of certain relations between man and the world around them. In this connection, become more topical issues related to the daily corporate culture of the university environment, inclusion of students in that defines not only the full-fledged his student life, but also updates the understanding that further his life is unthinkable without the quality of corporate.

Today, there are different frameworks of understanding the concept of "corporation". We agree with the fact that the corporation — is more than just a system of technological processes and groups of people, generating some work. This is a human community, which creates a special kind of culture — the corporate culture. Modern companies, regardless of the number of staff working in them (though the larger, more active), demonstrating its specificity in corporate culture, giving it the characteristics of great importance. From this it follows that not only professional but also personal qualities of graduates — ambition, leadership, responsibility for decisions, etc. — become more and more weight in viewpoint of career success. And that means: to prepare a competitive professional, high school must take into account demands of practice, teach students to effectively use their potential, including its creative component.

The principal statement of this problem leads us out to the need for the development and application of technology development of creative abilities', which include, along with the emotional and intellectual strong-willed, spiritual and moral side of the personality. Moreover, it should not be on the elite, the elite — whatever the scope of the elite nor asked. With condition of the increase in uncertainty and unpredictability complicates modern life and generating a lot of unexpected, nontrivial problems, society must consciously build a critical mass of creative individuals. It is clear that today's education cannot be limited to

preparing, even high-quality professionals — updated the requirements of society in the education of an individual person, leader, able to think unconventionally, take non-trivial solution and take responsibility for them.

The youth is capable of unexpected look at the world, at the nature of things, they are susceptible to all information, innovative in solving specific problems. Their desire for creative activity — is a huge capital to our society. But in order for students to realize their potential, they need to learn to solve creative problems.

Currently, increased demands to the level of training of artists qualified faculties, to his own ability to solve various problems arising in the future professional activities. Today, only person who creatively relating to his work can cope with all the complex practical and theoretical challenges that sets before them rapidly developing economic changes and scientific and technical process.

The main objective of the university — to create conditions for the development of the student in various spheres of public life, the formation of his life attitudes, disclosure, and realize its potential, the protection of the interests and rights.

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## **The Russian Youth on the Way to Marriage and Parenting**

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In the beginning of the 21st century in Russia the process of formation of a family is changing in the time of “overtaking modernization” and transition to postindustrial society. This process is quite noticeable in the capitals and big cities.

The exceeding number of females over males in a rural area in the beginning of 2010 appeared only with the age group 45-49 years old and older. At the same time in cities the number of females is exceeding over males starting with the age of 20-24 years old, i.e. in the marriage ages [1, p. 84]. There becomes involuntary migration of young women that are not satisfied with the life conditions of “under-modernized” rural area to the capital and big cities. In other words there are more potential brides than potential grooms in cities.

Besides the sex disbalance there is also a gender disbalance among a potential marriage partners. There were 56% of females among the students of state and municipal institutions of a higher professional education in the beginning of 2009/2010 academic year and 50% in a secondary professional education [2].

According to statistics of age of getting marriage in Russia it is aging each year especially for men. In 1980 62% of all newlywed men and 68% women were under 24 years old, in 1990 – 53% and 64%, in 1999 – 47% and 62%, in 2009 – 32% and 48% [1, 113].

In accordance with the family life course developmental framework “individuals and families systematically deviate from institutional family norms to adjust their behavior to other institutional norms, such as work and education” [3].

Changing of family life courses is stipulated by the pressure of a labor-market and by a necessity of a higher education including women. I.e. there are objective reasons to put off a marriage in the conditions of postindustrial society and liberal economy.

The economic crisis came in the marriage and fertile age period of numerous middle 1980-th generation in Russia (demographic echo). This order of historical events is leading to marriage and procreation delay in a numerous age cohort.

Norms of this age cohort on example of students as innovation ideas transmitters in the society were investigated in 2003-2005 years. The research of 500 fifth-year-grade students of technical and humanitarian universities was performed in Moscow and Cheboksary by the department of family and gender studies of Institution of Sociology RAS. There were organized also two focus-groups with the students.

The research showed that a majority of students were going to get married (“In perspective view have plans to get married” – 87% young men and 82% women). Only 12% men and 14% women were not clear and had thoughts about marriage only in very far perspective. Student marriages are not widespread unlike

the Soviet times; only 1% of young men and 4% of young women were married at the research point in time.

Small number of students was planning to not register officially their relations – 8% young men and 4% young women. Besides, 38% young men and 36% young women were planning to register officially their marriage and 47% and 51% wanted to have wedding ceremony in church.

Before the marriage young women and young men find necessary: to finish their education, to have their own dwelling, find a well-paid job, find work by their speciality (sequence by rank). Young women want to be independent as well as young men. Many of them want to be financially independent before the marriage. Since purchasing of own habitation tends to take indefinite time and “high-paid job” – has an uncertain sense, that’s why, probably, the marriage adjournment occur.

Unlike young women, young men have one more problem with planning a marriage; they have to serve in army. No matter if he serves in army or has the service delayed, it’s pretty hard to think about marriage before he reaches 27 years old.

Only 10% young women and young men wish to have one child, approximately 2/3 – 2 children, 17% – 3 children, when they were asked: “How many kids do you want to have?” These normative ideas later would be obviously corrected in the group of higher educated specialists depending of reaching described above goals (job, welfare, self-actualization).

The marriage is not necessarily the relations to the rest of life in view of contemporary young people. The research showed up that 58% young women and 54% young men think that it’s normal to get married more than one time: and “extinction of feelings” is enough reason to divorce. The idea of “marriage for life” is not popular in capital anymore but still is attractive in provincial towns (Cheboksary).

It should be noticed that young women and young men are rather tolerant to followers of other religion and other nations, 67% young women and 81% young men are ready to get married with a person of other nation, and 50% and 71% with a follower of other religion (talking about identity, not the faith itself).

In the times of Soviet Union young married couple was depended on their parents in many aspects: habitation (people could get a flat only according to a waiting list, there were about ten years to wait), baby-minding help, financial support (older parents had higher social status and salary). The situation has changed in contemporary Russia – young people have more chances to get a good job than their parents, there are opportunities to pay rent or to buy a habitation. Answering the question “Are you going to take your parents’ financial help after your marriage?” there were only 38% affirmative answers of young men and 42% of young women, 40% and 46% – negative answers correspondingly, other respondents suggested compromise (such as borrowing money from their parents).

It means that the norms of economic independency and adulthood that are typical to postindustrial western societies are not consolidated in Russia yet.

Marriage delay inevitably creates a long period of “pure relations”, including cohabitation. Cohabitation without intention of getting married became normal not only for men, but also for women [4]. The development of family institution is going the way, when deviation transforms a behavioral standard and it's becoming “normative” to live together first, than find out about the pregnancy, and than enter into an official marriage because of it [5].

Special processing of census data in 2002 showed that 53% of born-in-marriage babies were conceived before the marriage in whole Russia [6]. There were 18% of families where a baby was conceived before the marriage and 22% - the baby was even born before the marriage, among the polled married couples in 2006 in Moscow[4].

About 28% of children are born illegitimate every year in Russia. A child is registered with a “joint application” of a mother and a father in about half of these cases. It is not known how parents' relations are maintained afterward in these cases. A part of them is probably “fragile” families. This term appeared in American science literature to define cases when unlike “cohabitation” parents are living with their biological child. By this time the authors of this article are interviewing women, who bear for the first time, to find out their plans for marriage and co-parenting with the biological father of their child.

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## **Reading practices of Russian primary schoolchildren: comparative analysis**

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Since February till September 2010 with the support of the Russian State Children's Library the exploratory study "Young Reader-2010" was held in 8 Federal districts of Russia. The main purpose of the study was to examine the dynamics of reproduction of traditional and dissemination of new practices of children's reading in modern Russia [1].

In this article we focused on the results obtained at the Siberian (Tomsk) and Ural federal districts (Nizhnevartovsk) and compared them with the data of the Central Federal district and data of all eight Russian districts [2].

1100 children of primary school age were interviewed (45% - the boys, 55% - female), 200 of them in the Siberian (SFD) and Ural federal districts (UFD), and 200 in the Central federal district (CFD). In whole, 59% respondents are pupils of elementary schools, 15% - students of gymnasiums, 11% - pupils of Lyceums, 8% - go to school with in-depth study of language, 1% - attend private schools. The remaining 5,5% respondents evenly distributed among the students of Orthodox school, boarding school or school with an artistic-aesthetic bias, economics', musicals', mathematical, sports' schools.

The respondents were asked a security question, whether they read at least one book last month. A positive answer to this question was given by 85% of children in Tomsk and Nizhnevartovsk. Do not read in the last month a book in these towns - 8% of respondents. In Russia there are 16% of such pupils, in CFD - 26%.

What younger students from Siberia are reading? Two-thirds of primary school children (67%) in addition to teaching literature read books, nearly half (45%) - magazines, one in four (26.5%) - Encyclopedias. A small number of children (6%) prefer other types of texts (newspapers, advertisements, audio, on-line texts).

Against traditional, based on the interests of early school-age children's treatment to literature about nature and animals (41%) humorous stories (37%), adventure (36%), travel books (36%) and tales (31%), there is a small number of elections of domestic classic (7%), as described in the federal districts, and the average for the entire sample. The diversity of children's preferences is due to the variety of modern publishing products.

Be the entire sample, one in four younger students (25%) is fond of literature, containing minimum of text with lots of pictures based on the subjects of visual products (films / cartoons), popular among children (comics) in the UFD and the SFD - 29% in the CFD - 32%.

The book as a gift quite popular with younger students in Siberia - 62,5% of respondents presents books as a gift to their friends, while 11% plan to do it soon. Friends gladly accept book-gift, because 71% of friends regularly read, and only

10% do not have friends who love to read. Three-quarters of respondents (75%) would like to receive the book as a gift themselves. They indicate the names of the wishful books, mostly modern writers, or the domain of knowledge or section in which there are interesting book for them. It positively characterizes younger students as readers.

Selection of books Siberian schoolchildren carried by the following principle: half (51%) will choose a book if they liked the name, 31% would prefer a book from the series of books they have read or read, 29%, if they know the author, 23% - take a book just because they liked the cover. Finally, 11% will choose a book, if they saw advertising on it, and 7%, if found out about it on the Internet. Based on the data by age, we can conclude that the youngest (7-9 years old) would prefer the book if they like it visually (cover, well-chosen name), while the older children (10-11 years old) more carefully chose the book (a reference to the familiar series, author, and a new trend - information about books on the Internet, advertising). Comparison with the nation-wide data shows that the first two positions are equally preferred by third part of Russian primary schoolchildren, and further responses differ from the Siberian data within the margin of error.

In primary school age are mostly supported and reproduced traditional practice of reading. Our data confirm that 97% are reading at home, 23% additionally read in school, 12% attend for this purpose libraries, 3% - read the book in the country (in summer cottage). On holidays only 4% of surveyed students do not read at all, among the Siberian children in Russia - 8%, CFD - 9%. But children of the Siberian cities, who often reads books on vacation by curriculum more than those who choose the books for the «soul» (65,5% vs 53,5%). Children from the Siberian and Ural federal districts are reading a lot of books for their age, more than 3 per month (42%). The largest number of respondents (56%) read an average of one to three books per month, and only 1.5% - less than one book a month (on average in Russia there are 5% of those children, in Central federal district - 6%).

Most often, children from UFD and SFD, in studied age groups, borrow books from the city library - 53% - (in whole Russia - 42%), 39% turn in search of books to their home library, 26% use mainly school libraries, 14% - regularly purchase books in specialized shops. In the CFD in the first place is the home library (47%), the next are city libraries (29%), the same number for bookstores (29%), in last place - school libraries (26%).

When choosing books younger students in all regions, first of all, listen to the advice of parents, more than half of Russian children discuss with their parents books they've read. Thus, younger students continue to reproduce traditional educational practices of children's reading. Entries on what they've read make half of the respondents (49%), mostly at the request of their teachers (27%), less on their own wish (14%), because they «like to record their thoughts», and even less on the advice of parents (8%).

According to children opinion in families of Siberian cities the best readers are mothers (60.5%), on the next place are grandmothers (32.5%), fathers often read



only in 30% of families. 5% of the respondents indicated that their families are not fond of reading. According to Russian data practically coincide, whereas in the Central federal district love to read 36% of fathers and 30% of grandmothers.

In the research «Young readers - 2010» block of questions to children of primary school age was devoted to the computer, Internet and new practices of reading in an electronic environment. In the Central, Siberian and Ural federal districts third of the children surveyed did not use the Internet. Of those who use three-quarters did not see the information about books on the Web, while 16% saw information about books available from children's libraries, 6% - on the websites of book publishers (Strekoza, Samovar, Samokat, etc.).

New reading practices gradually enter the life of the modern primary school children. In the Siberian and Ural districts 22% read e-texts, of which 13% - from a computer screen, 8% - print out the text on paper, 1% - use a special device for reading electronic texts. In the Central federal district there are more than in other districts, children who use portable electronic devices for reading.

Since information about the books a substantial amount of primary school children using the Internet do not meet there, we need to work closely on computer literacy of youngsters because computers and the Internet becoming an integral part of our life in older age. It is important not only to teach to work on computer and how to search information on the Internet, but also by adults select the most informative, quality content that kids can use without much harm. We should create a list of so-called "positive content" and posted online on sites, available for children and popular with the younger generation, partly regional Russian libraries under the leadership of the Russian State Children Library have attended such projects.

The observed dynamics of reproduction of traditional practices by children, as in described regions, and across Russia in general, suggests that the situation with the children's reading is not critical (at least for primary school age). Usage of new technology gradually entering into our lives, are designed to improve, supplement and to some extent, facilitate the process of reading and getting information about books and other useful information, but do not replace reading by "infoentertainment" in its purest form.

## References

1. In 8 of the federal districts of Russia: Far East, Volga, Northwest, North Caucasus, Siberia, Ural, Central, South. Surveyed 1100 children from 7 to 11 years old. Sample by target.
2. In Tomsk, poll conducted by members of the Tomsk Region Children's and Youth Library, in Nizhnevartovsk by students of Nizhnevartovsk State Humanitarian University under the direction of senior lecturer, PhD of Sociology E.N. Ikingrin.

**Karpenko Olga M.**

**Indicators of efficiency of the distributed university  
in a context of global problems  
in higher education: social aspect**

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Global problems in higher education - satisfaction of a growing demand for education, equality in access to higher education, maintenance of quality of mass higher education, continuing education in accordance with the requirements of the knowledge economy - can not be resolved within the traditional system of higher education. The answer to this challenge was social designing of institutions of a new type - the mega-universities, initially aimed at mass higher education. Their main features: the number of students more than 100 thousand people; distance learning technologies based on ICT; openness, access to education; a quality guarantee of mass higher education; effective support of students.

Social designing of innovative university that meets these requirements has been implemented in Russia in 1992. Modern University for the Humanities (MUH) - one of 24 mega-universities in the world - provides distributed education in all regions of Russia due to the wide use of distance learning technologies, originally aimed at mass higher education of capital quality. Based on the analysis of practical experience of the university there was offered the definition of a distributed university, which includes the essential criteria for belonging to mega-universities. According to this definition the distributed university is understood as a higher educational institution which consists of a basic scientific and administrative nucleus and a network of training educational centers, united by flexible system of delivery of educational resources to the location of their customers by using modern information-communication technologies (ICT). Development of distributed education is vital, especially for developing countries, where rapid population growth and therefore a progressive increase in demand for higher education, require designing of universities of a new type. Diagrams shown in Figures 1 and 2 confirm the predictions of the prevailing development of innovative learning technologies in the less developed regions. As we see now in developing countries are widely spread mega-universities that use unconventional methods of distributed learning (here there are 15 mega-universities of the 24 with a total of 8.7 million students - 85% of all students in the mega-universities - Figure 1).



NUMBER OF MEGA-UNIVERSITIES IN WORLD COUNTRIES 2007-2010

Country	Count
INDIA	5
CHINA	2
THAILAND	2
USA	2
TURKEY	1
BANGLADESH	1
PAKISTAN	1
INDONESIA	1
SOUTH AFRICA	1
IRAN	1
KOREA	1
UNITED KINGDOM	1
SPAIN	1
RUSSIA	1
FRANCE	1
CANADA	1
JAPAN	1

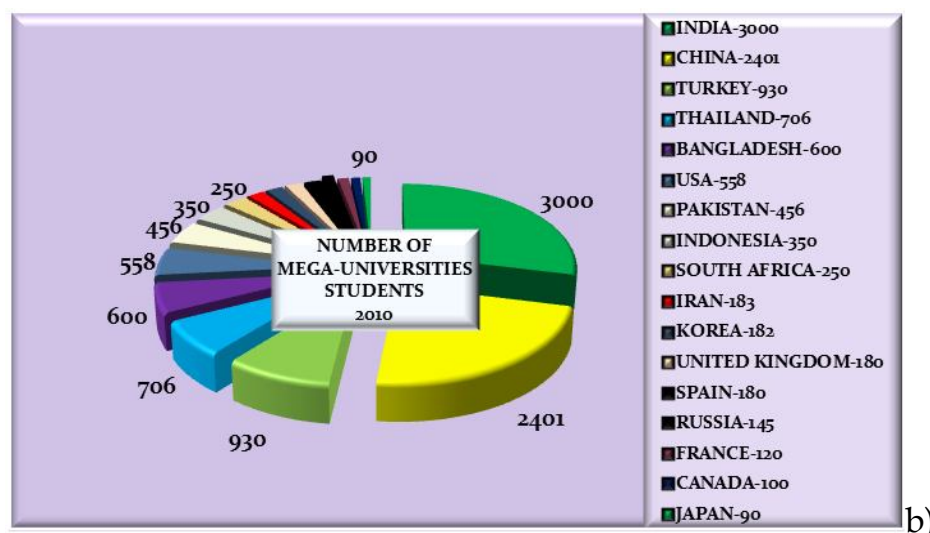


Figure 2. Distribution by countries

a) number of mega-universities, б) number of mega-universities' students

Sources: O.M.Karpenko. Mega-university – the innovative university of XXI century // Sociology of education, 2010, №9, p.13-15 (in Russian)

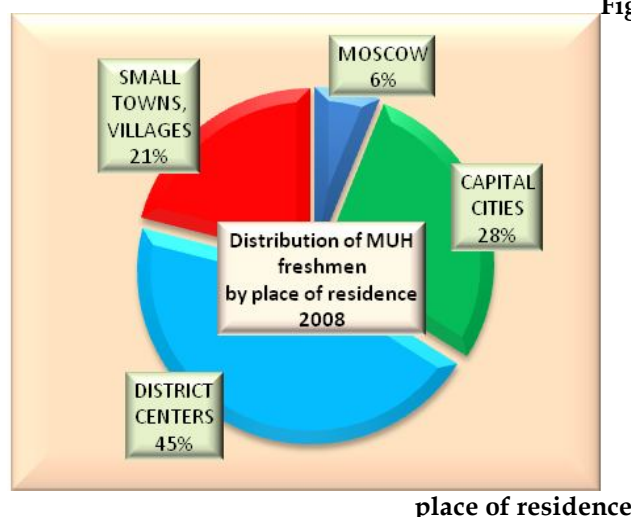
In Russia with its vast territory, uneven population density and growing social stratification all listed above problems of higher education are expressed especially sharply. Therefore the Russian practice of social designing of university of a new type is of great interest for solving problems on an international scale

The practice of Russia's mega-university - Modern University for the Humanities (MUH, Moscow) - numbering 145 000 students from all regions of Russia, and also from the CIS countries, Greece, Turkey etc., illustrates the effectiveness of distributed education, new opportunities and prospects for unlimited access to quality education, regardless of place of residence or social affiliation. In 2010, the total number of certified graduates of MUH was over 300 thousand people (without additional education). Access to training centers of MUH are more than 800 settlements, including 10 foreign (5-th place in the world in the number of training centers). Number of foreign students is about 30000 people (mostly in the bachelor's level). Additional education is organized in corporation with employers for residents of different regions of Russia.

### Efficiency indicators

Education of capital quality at a place of student residence. All training centers operate on a single technology. Development of telecommunications educational technology, all training materials and monitoring of the educational process are carried out in the Moscow pilot center. The diagram in Figure 3 illustrates the distribution of freshmen of MUH by types of residence.

Figure 3. Distribution of MUH freshmen by



Source: I.A. Krutiy. Social portrait of a student of a private university// Sociology of education, 2008, №6, p..39-46. (in Russian).

As we see every fifth freshman of MUH resides in the village, small town or urban settlement. For comparison in Moscow, where there are more than 40% of Russian universities, according to the survey in 2004, only 30% of students come from other localities. Of these people from the village (the place of birth) - 4%, from the settlements with a population of less than 20 thousand people - 6%.

The index of social equality. One of the most important indicators of accessibility to higher education is share of students having parents (fathers) with higher education. In 2000, this share was over 50%. In these circumstances, universities are beginning to play the role of filters that limit social mobility. This is especially true for Moscow, where, according to 2004, 66% of students had fathers with higher education. Practice of MUH testifies the ability of the mega-university to overcome the elitism of students. According to 2002-2008 data less than 30% of students have fathers with higher education - Figure 4.

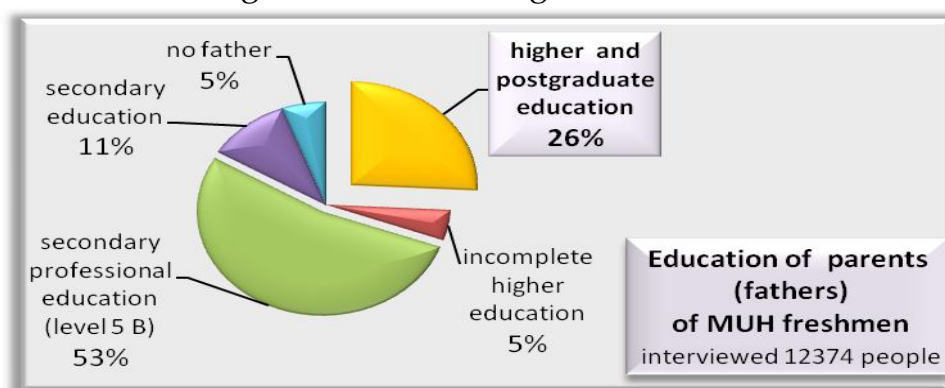


Figure 4. Education of parents (fathers) of MUH freshmen

Source: I.A. Krutiy. Social portrait of a student of a private university// Sociology of education, 2008, №6, p..39-46 (in Russian).

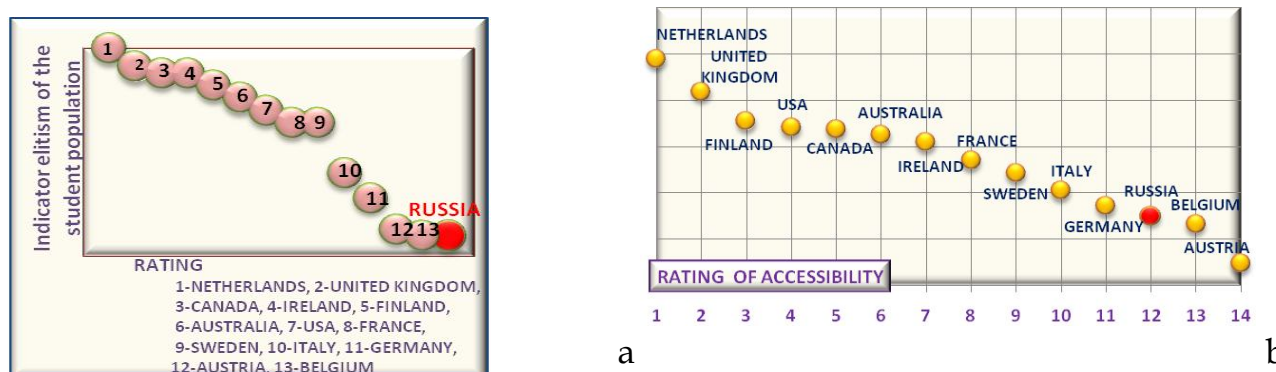


Figure 5. Russia in the ratings on an Educational Equity Index (a) and accessibility of higher education (b)

Sources: Alex Usher, Amy Cervenak, Global Higher Education Rankings: Affordability and Accessibility in Comparative Perspective. Toronto: The Educational Policy Institute, 2005. – 77 p.; Evaluation of Russia's ranking: Karpenko O., Bershadskaya M. Vysshee obrazovaniye v stranah mira. M.: 2009, Chapter.3, p.104-167 (in Russian).

Appropriate calculations show that, while ensuring the whole country of the student population, characteristic of MUH, we have moved from last to second place among 14 countries under consideration. In the ranking on the accessibility of higher education, including besides Educational Equity Index three more indicators, Russia would be moved from 12 to 7-th place.

Access to higher education of socially vulnerable groups. In MUH are trained:

- persons with disabilities – 200 people;
- prisoners – 2000 people;
- military and their families – 3000 people

One of the important components of MUH activities is the access to education for citizens who are in extreme conditions, particularly in “hot spots” which has political significance. Training centers in Chechnya did not stop working even in the most difficult years.

Lifelong learning. Along with the main activity - training for bachelor's and master's degrees – (over 140,000 students, nearly 300,000 graduates) there are continuing education courses for the specialists of state bodies. Working out of training materials and organization of distant upgrade of staff qualification are carried out in collaboration with employers (table 1). This determines high quality and demand for education.

Table 1

Examples of improvement of professional skills of state employees

Partners	Implementation
<b>System of the centralized simultaneous testing of experts in all territory of Russia</b>	
Ministry of Finance of Russia	Have passed test more than 28 thousand applicants for the certificate of the auditor



<b>Courses of improvement of professional skill</b>	
Ministry of Finance of Russia	Upgraded their qualification more than 700 auditors (since 2004)
Federal Customs Service	Upgraded their qualification 6851 state employees of customs bodies (eight programs)
Pension fund of Russia	Upgraded their qualification: - under contract of 2007 - 2151 chiefs of departments; - under contract of 2008 - 8613 experts of territorial bodies. - In 2009 a contract for the upgrading of qualification of more than 7000 specialists of the territorial authorities was concluded .
<b>The All-Russia television conferences and seminars</b>	
Russian academy of State Administration; Russian institute of the suffrage	In 2005-2006 there were organized 6 conferences and seminars for municipal officials with the participation of leading experts of the State Duma, Ministry of Finance, Ministry of Regional Development, Ministry of Health and Social Development. More than 20000 persons attended the teleconferences.

**Karpenko Olga M.**

## **Tertiary education in Russia in the context of international educational statistics (2002-2008)**

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To develop a strategy and education policy it is necessary clearly define Russia's place in the world educational space, being based not on myths and legends, but on a comprehensive analysis of statistical and sociological data on the generalization of the results of international research.

Ever-growing stream of often ambiguous information makes it difficult to conduct a comparative analysis of educational systems by comparing the characteristics of the text. Data of the international educational statistics provide an opportunity to see the real picture of the state of education in most countries. Comparative analysis of the education systems of various countries on the basis of these data allows us to evaluate the positive and negative aspects of national education systems and to identify global trends in education.

Recognized sources of the data of comparative educational statistics are:

- Annual world reports of UNESCO Institute for Statistics (Global Education Digest);
- Materials of the Organization of Economic Cooperation and Development (annual reports on education in OECD countries and their partners (Education at a Glance - OECD Indicators);
- World bank reports.

### **DYNAMICS OF CHANGE OF THE SHARE OF THE POPULATION WITH HIGHER EDUCATION (age group of 25-to-64-year-old – ISCED 5A/6)**

For consideration of various aspects of development of systems of higher education it is important to select a group of the countries most advanced in this area. For the allocation of the leading countries it seems appropriate to proceed from two basic criteria:

1. The level of coverage of the population by higher education.
2. Number of university students characterizing the scale of development of higher education in the country.

In turn, the level of coverage of the population by higher education is offered to assess by taking into account two indicators:

- the ratio of 25-to-64-year-olds with tertiary education,
- number of university students in the population,

The first of these indicators is relatively static (characterizes the results of long-term functioning of the educational system), the second allows to assess the dynamics of the educational system and prospect of changes in a population educational level.



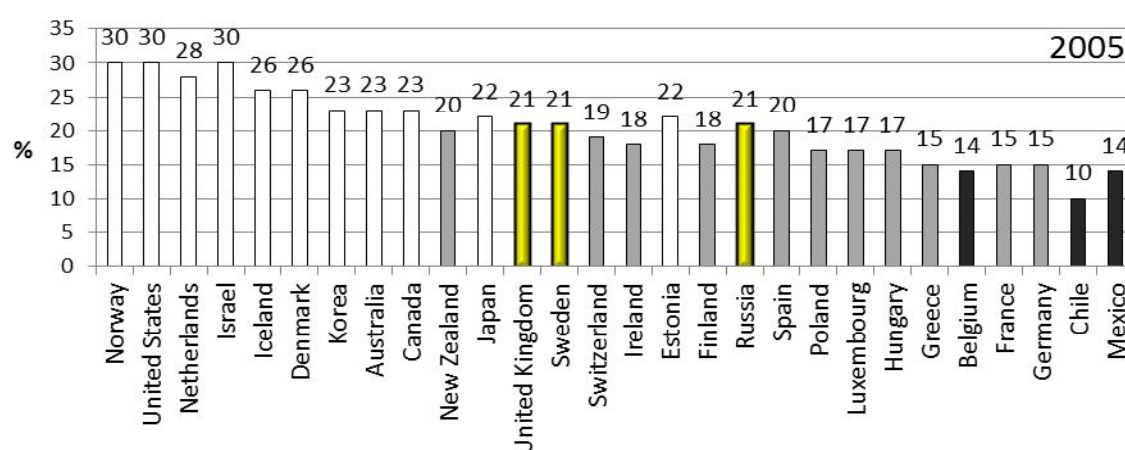
The data presented in Fig. 1 is a clear evidence of an irreversible process of massification of higher education leading to a marked increase in the number of persons with higher education in most countries. In 2002, only 18 countries had over 15% of persons with higher education in the population aged 25-64 years, in 2005 - 6 more countries were added, and in 2008 these countries are already 28. The maximum indicator of 2002 (29 % - the USA) has increased to 30 % in 2005 (the USA, Norway, Israel) and to 34 % in 2008 (Norway).

The richest countries of the world were included into considered group of the countries.

However, along with 22 countries having a per capita income of more than 25 thousand dollars, in 2008 the number of countries with high levels of coverage by completed higher education included 6 countries with relatively low income - from 13.5 to 19 thousand dollars per capita (Mexico, Russia, Estonia, Chile, Poland, Hungary).

As seen from Fig.1, 27 of the 28 countries of this group improved their performance.

And only Russia has indicated some decline, against the background of the progressive advancement of other countries that has led as a matter of fact, to a complete surrender of positions of Russia, occupying in 2002 5-6 place. In 2005 we moved to the 11-13 place, in 2008 - to the 18-21 place. Graphs shown in Fig. 2. illustrate the growing backlog of Russia from a number of countries, which in 2002 gave way to us on this indicator. Among the most-advanced countries it is necessary to note the Netherlands (22% in 2002 - 28% in 2005 - 30% in 2008), Iceland (19% - 23% - 26%), Korea (19% - 23% - 26%) Australia (20% - 23% - 26%), Denmark (20% - 26% - 26%), New Zealand (15% - 20% - 25%).



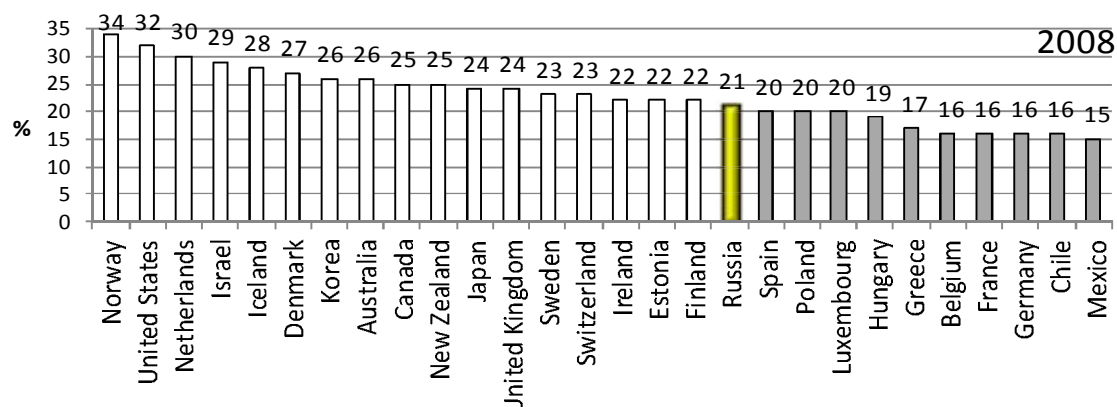


Figure 1. The ratio of 25-to-64-year-olds with completed tertiary education (level 5A/6 by ISCED)

black columns – a share of adult population with higher education less than 15 %, white columns – the countries advancing Russia.

Sources: Education at a Glance: OECD Indicators – 2004 Edition, table A.1

Education at a Glance: OECD Indicators – 2007 Edition, table A.1.3a

Education at a Glance: OECD Indicators – 2010 Edition, table A.1.1a

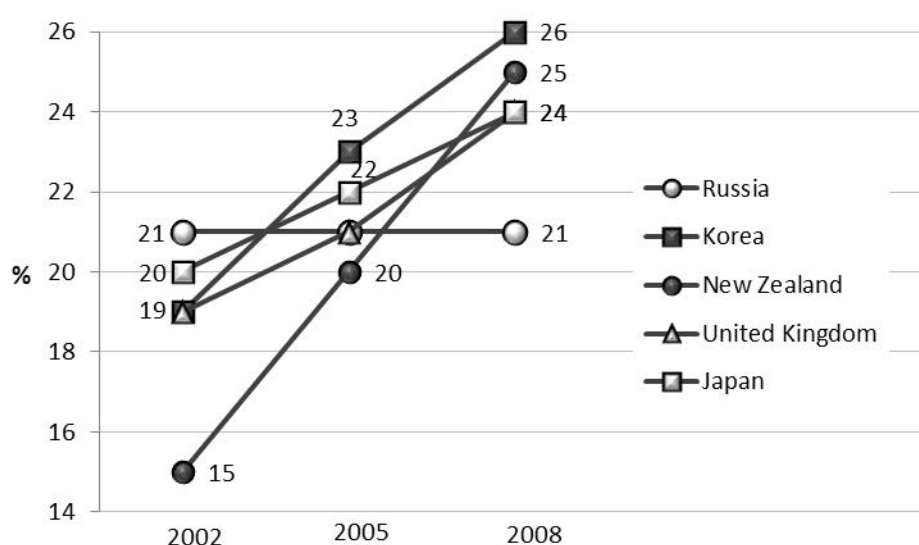


Figure 2. The change of the ratio of 25-to-64-year-olds with completed tertiary education for the period 2002-2008

## THE LEADING COUNTRIES IN THE FIELD OF HIGHER EDUCATION BASED ON SCALE FACTOR

For the selection of the leading countries in education in addition to enrollment of the adult population in completed higher education it seems appropriate to introduce additional criteria that take into account the scale factor:

- number of university students – no less than 0,5 million;

- share of university students in population - no less than 2%.

The comparative analysis with the conduct of corresponding calculations shows that only thirteen countries satisfy sets of all listed requirements: the USA, Russia, Japan, Mexico, Poland, Korea, Germany, Great Britain, France, Spain, Canada, Australia, the Netherlands.

Absolute and relative number of students of thirteen leading countries is shown in Figure 3 and 4. Figure 3 shows countries with the number of students more than 5 million people. These are three countries in the developing world - India, China, Brazil (first, second and fifth places in the world - in total 28.3% of world total student population). Fig. 4 shows countries with the share of students in a population of more than 2%, as well as countries like India and China with the world's largest higher education systems.

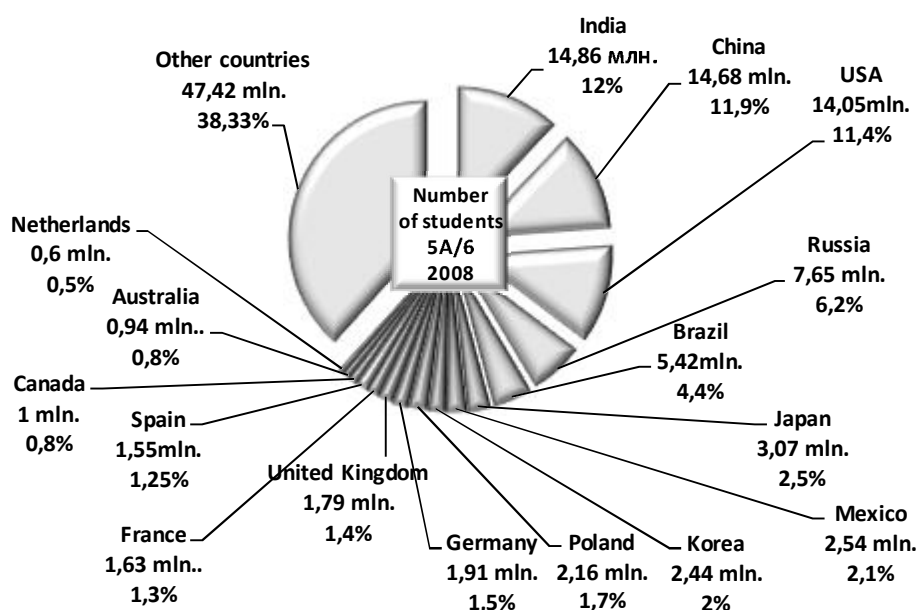


Figure 3. Distribution of students – level 5A/6 by countries (2008)

Calculated using data sources: Global Education Digest 2010 Comparing Education Statistics Across the World, UNESCO Institute for Statistics, Montreal, 2010, Table.

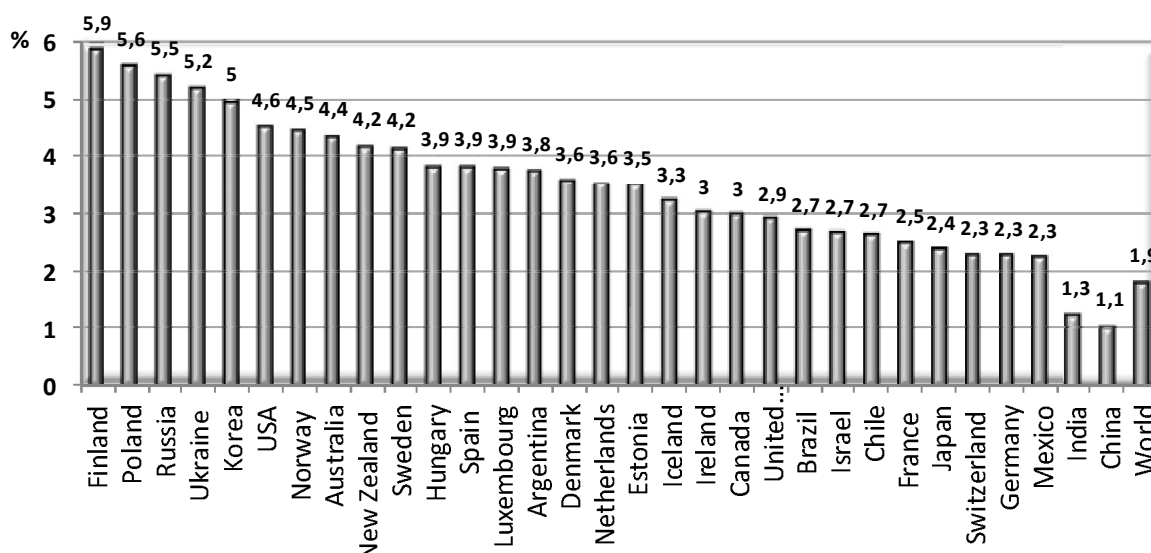


Figure 4. Ratio of university students in the population - 5A/6, 2008

Calculated using data sources: Global Education Digest 2010 Comparing Education Statistics Across the World, UNESCO Institute for Statistics, Montreal, 2010, Table.8 (number of students); [www.iformatsiya.ru](http://www.iformatsiya.ru) Naselenie stran mira (in Russian)

Diagrams shown in Fig. 3 and 4 indicate a growing level of education in developing countries that is relevant to determine the conceptual bases of social engineering of universities of the new type:

1. By quantity of students India and China (fig. 3) confidently are in the lead. It means that the models of higher education selected these countries, will define in many respects economic and technological bases of social designing of high schools of new type.

2. Among the leading countries in education, satisfying the proposed criteria ( the ratio of 25-to-64-year-olds with tertiary education - at least 15%; number of university students - no less than 0,5 million; share of university students in population - no less than 2% ) in 2008, Mexico- the country of the developing world- has entered for the first time. From other countries in the developing world it should be noted Brazil ranked 5-th in the world by the number of students at a high percentage of students in the country's population (at the level of leading European countries in education).

The Russian system of higher education, as seen from the data - one of the largest in the world: the fourth largest number of students (after India, China and the United States – Fig. 3) and third in percentage of students in the population (after Finland and Poland - Fig. 4).

In this context, it is difficult to explain such a significant deterioration in Russia's position on coverage of the adult population by higher education, which we saw in the analysis of this index over the period 2002-2008 (Fig. 1 and Fig. 2). Perhaps not enough attention is paid to the collection of statistical data in this area? Or "brain drain" is becoming more rampant? In any case, it testifies that people

with higher education demand in Russia is not in that degree as it takes place in developed countries. There is another possible reason for this apparent contradiction, which is subject to further investigation: the low percentage of students completing higher education from number enrolled in the university. It already has direct relevance to educational technology and should be taken into consideration at social designing of the institution.

### TERTIARY EDUCATION OF ALL LEVELS - ISCED 5A/5B/6

By the share of persons with tertiary education at all levels (age group 25-64 years), as in previous years (for at least within 10 years), Russia is leading (54%) followed by Canada (49%), Israel (44%) Japan (43%), USA (41%) and New Zealand.

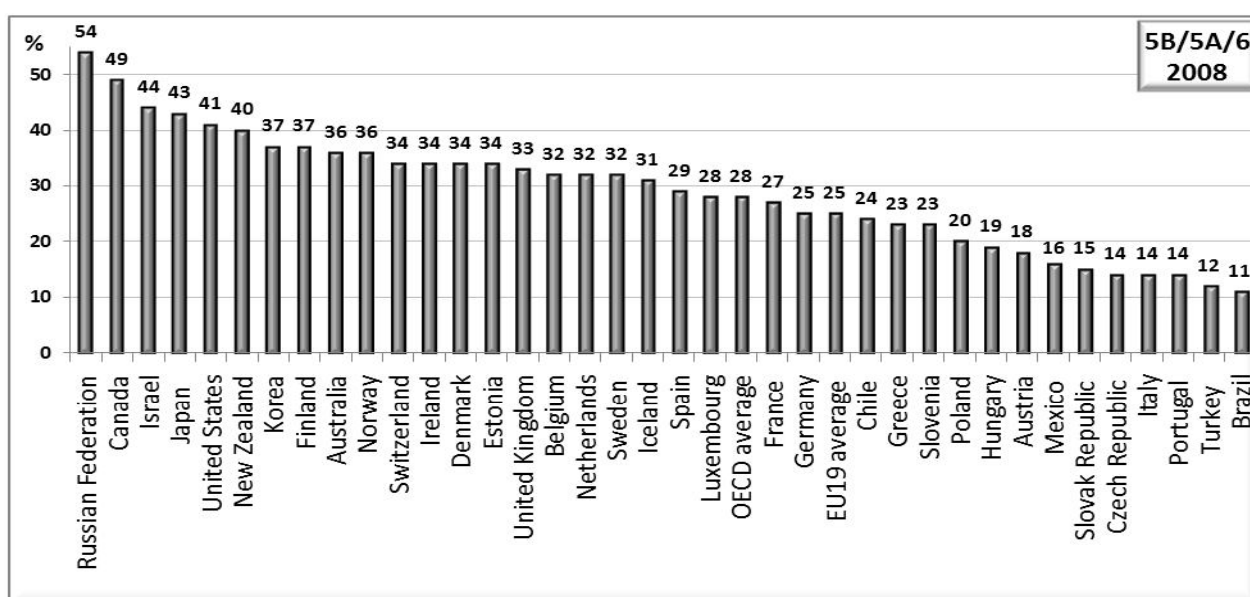


Figure 5. The ratio of 25-to-64-year-olds with tertiary education (all levels) in the population (2008)

Source: Global Education Digest 2010. Comparing Education Statistics Across the World, UNESCO Institute for Statistics, Montreal, 2010, Table.8

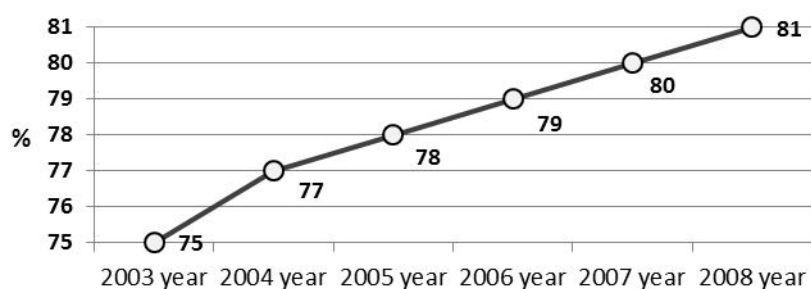


Figure 6. Change in the proportion of students of Russian universities (5A/6) in the total number of students in tertiary education.

Sources: Global Education Digest 2005, Global Education Digest 2006, Global Education Digest 2007, Global Education Digest 2008, Global Education Digest 2009, Global Education Digest 2010, Table.8

As can be seen from the histogram in Fig. 7, not only in Russia but also in some other countries there is a tendency to increase the proportion of persons with the 5A/6 level of education among those with tertiary education due to the high percentage of students of level 5A/6. Most vivid examples besides Russia – Finland, Canada, Japan, Austria; an exception – Belgium, in which each of considered indicators – 50 %, Estonia – 65 and 66 %, Chile – 67 and 59 %.

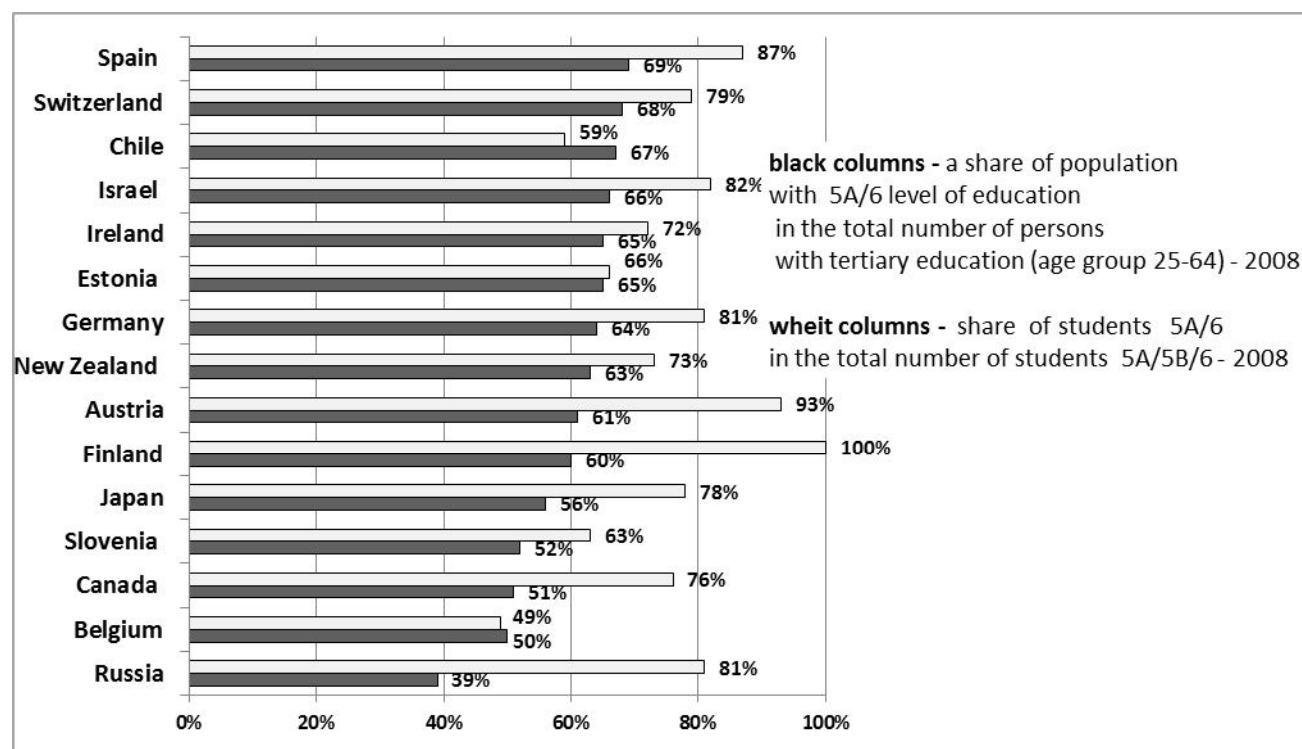


Figure 7. Comparison of a share of adults who have completed their education 5A/6 in the total number of persons with tertiary education 5B/5A/6 (estimates) and shares of students at level 5A/6 in the total number of students in tertiary education.

Source: Global Education Digest 2010. Comparing Education Statistics Across the World, UNESCO Institute for Statistics, Montreal, 2010, Table.8

## POSTGRADUATE EDUCATION – ISCED/6.

In the transition to a knowledge society, which is characterized by massification of higher education, the role of postgraduate education (graduate, doctoral), designed to provide science, education and industry by highly qualified specialists, able to make a breakthrough to new frontiers, increases. The development of the highest level of tertiary education is especially actual that the process of massification of higher education, getting irreversible character, is inevitably connected with higher education deterioration on a global scale. The relative number of students in postgraduate education (2006 - Figure 8) is the highest in Finland (41 persons per 10 000), followed by 5 small populations countries (the Czech Republic, Sweden, Switzerland, Austria, Portugal - 21-23 persons per 10 000).

Only 20 countries had in 2006 the number of students in postgraduate education of more than 5 per 10 000 people. Among them - 3 developing countries:

Algeria (13 students), Morocco (8), Brazil (7). At the same time, as follows from Fig. 8, the number of students at the highest level of tertiary education is low even in the most developed countries.

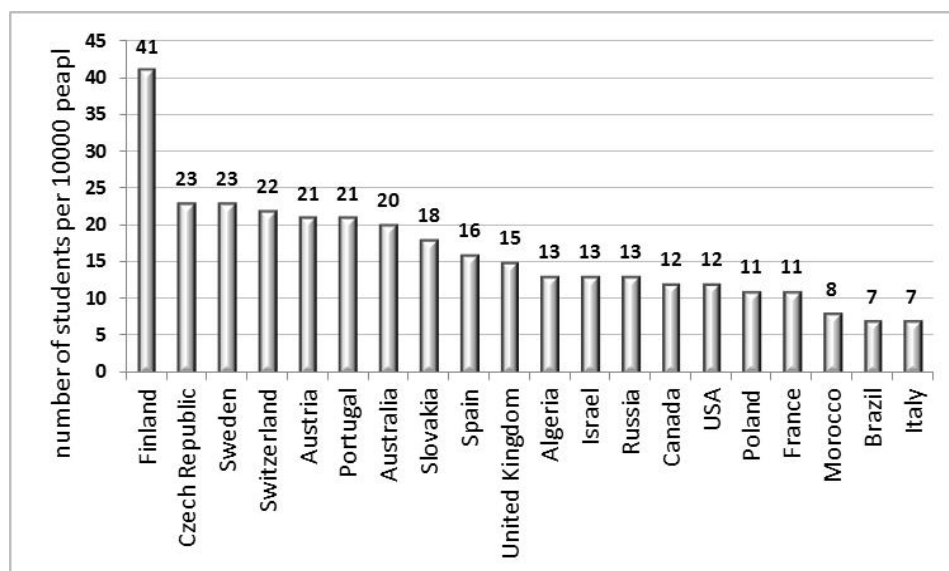


Figure 8. Number of students in postgraduate education (graduate, doctoral) – level ISCED/6 per 10000 people. – 2006

It is hard to say what should be the targets in numerical terms. However, it is obvious that the number of high-level specialists acceptable to the industrial society in modern conditions is insufficient. In line with this one of the key objectives of the innovative university is the organization of postgraduate education in accordance with the needs of modern society. It is important to provide quality education at the residence of students.

**LIFELONG LEARNING.** The report of the Public Chamber of Russian Federation “Education and Society: Is Russia ready to invest in its future?” emphasizes the importance of education in lifelong learning as an essential and increasingly important element of modern educational systems<sup>1</sup>. Figure 9 shows the diagram presented in the report which reflects the participation of the adult population of various countries in continuing education.

As we see, in the most successful countries additional education captures 30-40 % of the population aged 25-64 years. On average in EU countries the corresponding share of the population is 17%; Russia on this indicator is among the least successful countries - only 8%. These data indicate the need to expand continuing education, even in major European countries.

<sup>1</sup>Education and Society: Is Russia ready to invest in its future? The report of the Public Chamber of Russian Federation. Moscow 2007 // Voprosy obrazovaniya, №4, 2007, p. 5-105 eurostat <http://epp.eurostat.ec.europa.eu>, tema Lifelong learning

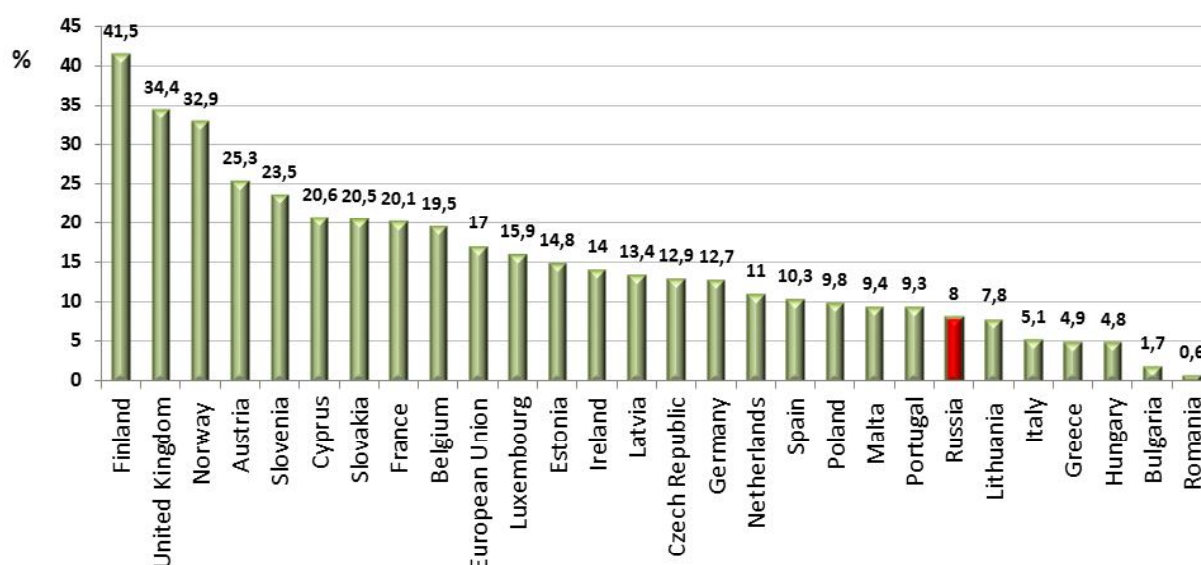


Figure 9. Participation in additional education over the past 12 months,  
% of respondents of 25-to-64-year-olds

Sources: Eurostat (<http://epp.eurostat.ec.europa.eu>, Tema Lifelong learning);

Institute of Statistical Research and the Knowledge Economy HSE;

Data: the European countries - 2005, Russia -2006

Thus, the development of a mass lifelong learning is one of the key tasks of social engineering of an educational institution. Obviously, its solution must focus on the use of ICT and constant updating of the content of education with highly qualified experts. The organization of additional training in corporation with employers is most effective.



**Lisauskene, Maria V.**

## **The Russian Students are in the Mainstream of Sexual Revolution**

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Russia for a long time already is in a mainstream of consequences of sexual revolution. The cultural traditions connected with sexual education, value of marriage and family, virginity and chastity of the bride were replaced by early sexual attitudes, sexual freedom and independence and, as consequence by teenage pregnancy, distribution of a HIV and other sexual infections. Globalization has erased borders of patriarchal sexual culture and returning to it in conditions of the third millenium is not so possible, and attempts of "counterrevolution": overlapping Christian and postmodernist he values, undertaken in the USA and the Europe yet do not give expected result.

In Russia consequences of sexual revolution directly are connected with distribution of a HIV-infection and AIDS. Irkutsk takes on distribution of an infection the first place in the Siberian federal district and the third in Russia. To the cores by transfer of a HIV-infection is sexual. In 2009 according to the Irkutsk regional Center on preventive maintenance and struggle about AIDS it has made 59,2 %.

Irkutsk state university together with the Irkutsk regional Center on preventive maintenance and struggle about AIDS for a number of years within the limits of the regional state program "ANTI-AIDS sleep" spends a series of sociological researches on studying the attitude of various target groups to a HIV - infections, and also features of risky behaviour of the population. During sociological research spent in 2010-2011 has been laid an emphasis on studying of deep motives of risky sexual behaviour and features sexual an expert of modern generation of Irkutsk students.

The purpose of the given sociological research was development of strategy of preventive maintenance of risky sexual behaviour of students. Sample квотная, regular, representative. The total interrogated has made 1757 respondents. During sociological research quantitative methods of research - focus-group, brain storm, a writing respondents of an essay have been used both qualitative, and. Studying of types and models of risky behaviour has been lead by methods of questioning and deep interview.

### **Opinion of students on sexual revolution**

During sociological research we have asked students to write an essay in which they should state the representations about sexual revolution in Russia. The majority of our respondents consider, that sexual revolution in Russia any more news, the some people even approve, that its peak has passed and there has come the period of judgement of modern sexual realities. In opinion of students, sexual

revolution, first of all, is characterized by freedom up to marriage attitudes, independence of partners and freedom of a choice of models of sexual behaviour.

Let's result citations from student's essays: « Sexual revolution consists that free attitudes are not condemned, even are encouraged with a society and mass media »; « Everyone has the right to free sexual attitudes. Everyone chooses itself »; « the Motto of modern youth are free sexual attitudes without obligations! »; « Sexual revolution is the chaotic sex, today one partner, tomorrow another »

Necessity of free sexual attitudes justifies youth physiological needs: « Russia is equaled on the West: a minimum of clothes, a minimum of interdictions. Freedom everywhere and in all. You want the boy, you want the girl. Free attitudes why also is not present? The Minimum of obligations - you it is good also to me well. That else is necessary! Simply you celebrate the physiological needs »; « Sex this physical action of copulation of the man and the woman, for the sake of satisfaction of physiological need and reception of pleasure. Satisfactions of unconscious animal instincts ».

At the same time in statements of girls, unlike young men, the bitter irony and natural desire contrary to a fashion on independence appears to find the only thing the man: « Today the majority young, propagandizing free sexual attitudes, is men. They basically are afraid to leave freedom and independence. But I think, that free attitudes for those who is not assured of the partner. If the person to you of roads, you for what you will disagree on free attitudes »

« In modern Russia the world shares with its freedom and permissiveness on two groups: those who considers, that sex is a necessary thing before marriage, and the more at you partners before marriage, the marriage will be stronger. And others who trusts, that at everyone in a life are the unique person, and incessant change of partners only corrupts the person »,

Sexual revolution has changed добрачное behaviour of youth, today in the youth environment traditional installations on chastity and virginity any more do not operate. Overwhelming majority of Irkutsk students live a sexual life, and 93 % suppose добрачный sexual experience.

The basic motive forming installation on добрачный sex, steady representation of youth that experience of intimate relations will lead to sexual harmony in marriage is and will allow to avoid sexual incompatibility.

« Sex before marriage should be obligatory as many married couples, not engaged sex earlier, break up because cannot satisfy each other in bed ». « I concern absolutely normally to добрачному to sex. There is a weight of examples when marriage breaks up after several months, owing to a sexual dissatisfaction of partners ».

Results of research have allowed to divide motives attitudes before marriage. The first place on a degree of the importance was borrowed with the motive connected with aspiration it is better to learn the partner. It have specified 86 % of students. On the second place installation on continuation of attitudes - 64 %. The third place of 45 % of students was given with necessities of satisfaction of sexual

needs. It is necessary to note, that purchase of sexual experience добрачных attitudes each third respondent - has noted only 32 %, and the motive of reception of experience for the future home life was significant only for 14 % interrogated. Concurrence of positions of principle in sights of men and women at motives добрачных sexual communications is revealed.

Table 1

Motives of sex before marriage

Motives of sex before marriage	Rank	Irkutsk students %
To learn the partner	1	86
To receive Sexual experience	4	32
To satisfy sexual needs	3	45
To continue attitudes	2	64
Experience of home life	5	14

The analysis of motives premarrital sexual behaviour testifies that at concurrence of man's and female estimations before marriage behaviour and serious distinctions in the vital purposes and installations of girls and young men. Answers of women reflect the conflict between becoming of new sexual culture and a concrete vital situation. The majority студенток would prefer добрачную communication only with the future spouse whereas at everyone the second young men do not exist similar installation. It is obvious, that at many young men sex is not cast in the lot with the responsibility for the woman. This tendency explains, the dependence of sexual behaviour received during quantitative interrogation and an estimation sexual an expert from a sexual accessory. Results testify to significant differences in sexual behaviour of young men and girls. Sexual experts of respondents of a male differ greater variety, practically everyone fourth of them enters casual sexual communications. . The majority of young women feel the humiliated men because them use for satisfaction of sexual need, and it brings disappointment, instead of freedom.

Confirming to we shall result citations from student's essays women respondents a female. « At the first affinity without obligations you receive, and often and do not receive brief pleasure. Many girls are afraid to admit, that добрачные attitudes disappoint them, offend their feelings ». « That there is a first marriage night with the person to whom you test spiritual draft? Really it is comparable to that action which is made by hardly familiar young man, above the girl in a toilet room of the smoked club? »

Respondents have declared, that the consumer society favourably uses sexual interests of youth as the goods which makes a profit. And the mass-media, glorifying casual before marriage attitudes, aspire to convince the young man and girls, that sex of the general has no anything with moral values. « On us presses opinion of a society, that if you do not live a free sexual life, you backward and not

modern. It affirms in mass media, cinema. It is a shame to admit, that you still the girl ».

Three quarters of students are recognized with pressure upon formation of their consciousness and behaviour of the false stereotypes developed by a consumer society. Thus there is a mixture of concepts of satisfaction of sexual need and the conscious control over the desires. Permissiveness transforms youth in hostages of the not controllable physiological needs.

Let's pay attention to one more tendency, characteristic for modern generation of students. Girls and young men, unlike the previous generations purposefully separate love from sex: « Love - sincere impulses, sex - carnal passions. These are different feelings »; « love -this satisfaction of feelings, sex satisfaction of sexual needs. Love spiritual concept. The love is connected with such feelings as trust, respect, aspiration all itself gratuitously to give favourite »: « Love are feelings, sex - action »

The romantic attitude to love is not characteristic for the majority of respondents. The fairy tale on the modest and chaste cinderella expecting the prince, is not a moral basis, it more likely an occasion for irony. Thus the mass-media offer concrete examples and strategy for a gain of Prince-oligarch, and each fourth-fifth girl assumes to marry by calculation. Thus, the love though remains significant value, but loses romanticism, a height, originality. The trust between partners is frequent is considered as more important quality.

The morals ordering *добрачное* chastity, is not welcomed in the student's environment. We have asked respondents to open terms "virginity" and "chastity". Us interested, as the youth understands them, and whether includes in structure of values of modern sexual culture or carries to archaic old-fashioned concepts. The term "virginity", in opinion of students, is cleanly physiological, and its loss is not regarded by the majority as loss of cleanliness and innocence. And in this case the pragmatical approach is shown: « Virginity has no value, it is only medical term. It in fact not loss of the property »; « Concepts of virginity and chastity today have become outdated, to be the virgin means to be the outsider in a circle of contemporaries »; « the Given concepts today do not excite our youth, have no what value, still had units of those who keeps virginity »

The Christian concept of chastity has got other value in the youth environment. Respondents treat it as observance of fidelity to one partner in conditions before marriage sexual attitudes. « The chastity this serious attitude to the favourite person, to and to sexual communications, is the control of sexual desires "; the Chastity when the person appreciates and respects the partner, and the partner as much as possible satisfies desire of another "; Presently many people remain chaste, they conservatives and prefer sex only at presence of mutual feelings "; Chastity in my understanding this preservation of fidelity, honesty and cleanliness before the partner ». Religious concepts of abstention before marriage, sinfulnesses of sexual attitudes, chastity as preservations of innocence, cleanliness not only it is not popular, but also it is unnatural for young generation. Only units of girls consider, that « the chastity is a way of life which corresponds to Christian

morals, to the decision to present itself to the favourite person ». It is necessary to pay attention that, during focus-group, at viewing film in which representatives of various religious concessions call youth for abstention before marriage, students have declared that similar sermons cause in them irritation. In opinion of respondents, priests encroach on their independence and freedom of a choice.

Results of research allow to draw a conclusion on interrelation of sexual behaviour with a problem of a personal freedom and independence in a choice of vital strategy. In sphere of sexual attitudes representatives of students consider an opportunity of a choice as a gain of a modern Russian society, a variant of freedom of will, the democratic right of the person. Individualism, aspiration to success, need to protect the personal interests and private space lead students to desire of self-affirmation outside of pair. And personal freedom at times gets greater importance, than equality in pair and becomes characteristic feature of generation. The revealed tendency in a moral position of youth testifies to deep evolution of attitudes between floors in our society aside their greater liberalization.

### **Sexual models of student's youth**

Models of sexual behaviour of various groups of student's youth are directly connected with change of traditional values of " Generation of changes ». Sexual freedom and the independence which has come in the stead patriarchal sexual norms of behaviour, creates new sexual experts, and a so-called civil marriage, characteristic for today's youth, weakens feeling of the responsibility for a life and health of the sexual partner.

Alongside with this settled opinion, results of research show inconsistent enough motives of a sexual orientation of the respondents, connected as with a sexual accessory, and propensity to risky behaviour.

Practically three quarters of respondents of 71 % live a sexual life. Among them overwhelming majority of 95,2 % of men and only 58,5 % of women. Thus the quantity living a sexual life depends on age and if in 17-19 years it makes 67,6 % by 21 year increases up to 76 %. Chaotic sexual attitudes too depend on the age qualification. The quantity entering casual communications increases by twenty two years practically twice from 9,5 % in 17-19 years up to 17,9 % in 20 - 22 years.

Thus distinctions in sexual behaviour of young men and girls are fixed. Sexual experts of young men differ greater variety, practically 23,8 % from them enter casual sexual communications. The little less than half of girls do not live at all a sexual life, and only 3 % practise casual sexual attitudes. As a whole the quantity of the respondents practising casual sex, makes 19,3 %.

Overwhelming majority of 85,5 % of students, are not connected with official marriage. The small share of respondents of 12,9 % lives in a civil marriage and only 1,6 % have entered official family attitudes. Thus, the tendency, characteristic for modern generation of youth is observed, to postpone marriage attitudes for later period. Not looking that three quarters of respondents as a whole condemn constant change of the sexual partners, similar sexual actions are

practised practically by each fifth young man, and everyone the fourth shows readiness for them. Girls opposite disapprove to chaotic sex extremely. Thus of 79 % of respondents have declared that them frightens an opportunity of infection of a HIV.

During research the correlation analysis which has allowed to allocate « group of risk », connected with an opportunity of infection of a HIV-infection has been lead. The students constantly entering casual sexual communications have entered into it. It makes 17 % from total of respondents. The overwhelming majority given groups of reviewer of the man - 83,3 %, quantity of women in it makes 16,7 %. The following contradiction is fixed: not looking that representatives of this group position chaotic sex, only half from them is frightened with an opportunity of infection of a HIV, and everyone third of « group of risk » is thoughtlessly assured, that its HIV will not concern. Thus, this reviewer group risks to appear among a HIV-infected and demands to itself enhanced attention.

Persons of a male and representatives « groups of risk » actively enough use also other sexual models of behaviour. Not so it is negative, as to casual communications and incessant change of sexual partners, the youth concerns to oral sex: only 69,4 % condemn it. The greatest categoriality in this case as always is shown by girls, thus everyone the tenth includes oral sex in models of sexual behaviour. The greatest adherence to oral sex is shown by young men and « group of risk ».

Anus-sex practises everyone second of « group of risk », and practically each fifth young man. As to group sex it women and 76,2 % of men condemn all. It is necessary to note, that group sex is the least widespread practice among students, during too time among representatives « groups of risk » it use 16,8 %.

Not looking at unanimous condemnation of commercial sex from overwhelming majority of our respondents (91,9 %), to prostitutes 19 % of young men and everyone third of « group of risk » addressed. The tolerant attitude of a society to sexual minority forms a position of youth. Among risky sexual an expert of students, there are also contacts to persons of the floor which have confirmed 19,1 % of young men and 16,7 % from « group of risk ».

Thus, research has fixed the various models of sexual behaviour inherent in modern students. Alongside with it, application by young men risky sexual the expert demands the protected sex. In this connection the extremely important becomes a question on the protected sex and use of condoms. Constantly uses condoms to the little more than half of respondents. Most less often girls resort to them, hoping on the partner. The position guards « groups of risk » which representatives less others use this way of protection against sexual infections: everyone the second uses condoms constantly, fifth part sometimes, and 28,6 % do not resort to them never.

### The analysis of deep motives of sexual behaviour

Motives are included into valuable structure of consciousness of the person and play it a predominating role, inducing the person to this or that kind of activity. Dominating motives act as the driving factor during realization and satisfaction of needs, including sexual. Deep motives are not always realized by the person, but at the same time they can win during the strong-willed certificate of consciousness and force to make a choice of strategy of behaviour. The analysis of deep sexual motivations of modern students allows to allocate various typological groups and to develop effective technologies which can affect on рисованные sexual models of students.

Alongside with it change of valuable orientations of " Generation of changes » demands knowledge of those motives which were not inherent in the previous generations, but are effective in the today's student's environment.

For revealing deep motives of sexual behaviour of youth which are capable to stimulate them to safe sex, we have lead with students to the YOKE focus-group which have allowed to put forward a number of hypotheses and to check up their action during mass quantitative interrogation.

The special attention has been turned on the analysis of perception by the Russian youth of a valuable triad «ABC», offered international organization ANTI-AIDS:

1. Abstention before marriage.
2. Fidelity in marriage.
3. The protected sex.

The given triad which has been put forward in the USA, as motivational model of behaviour and a basis of sexual education of modern generations of youth, actively moves ahead among the American and European youth, and also takes root volunteers in territory of Russia.

The deep analysis of motivations of respondents testifies that the first principle of the international valuable triad «ABC» « Abstention before marriage », concerning добрачного behaviour and actively propagandized in Russia and abroad, is supported only by the tenth share of our respondents, is not dependent on their sexual accessory and age.

**Table 2**

Valuable Triad «ABC»	Men of %	Women of %	Group of risk of %	As a whole of %
Abstention before marriage	9,5	9,8	0	9,7
Fidelity in marriage	38,1	52,2	50	46,8
The protected sex	90,5	85,4	46,8	87,1

« Fidelity in marriage » is important for half of respondents, first of all girls. Among young men of this principle of sexual behaviour 38,1 % adhere only.

The first place on a degree of the importance the principle has borrowed « the Protected sex »: from 90,5 % of a man's part of respondents, up to 46,8 % at representatives « groups of risk » consider its necessary. Alongside with it causes serious anxiety absence of aspiration to the protected sex in the majority of respondents of the most unsuccessful by way of an opportunity of infection of group, « group of risk ». More than half of its representatives have not supported installation on safe sex. Thus, only two priorities of the international valuable triad are comprehensible to modern generation of the Russian students: « Fidelity in marriage » and « the Protected sex ».

During interrogation we have asked respondents to name those motives of sexual behaviour which act for them as stimulus and are dominating at a choice of sexual strategy.

Table 3

Priority Motives of Sexual behaviour	Men of %	Women of %	Group of risk of %	As a whole of %
Take care	47,6	61	5 0	56,5
Protect the love	42,9	51,2	33,3	48,4
Live in a civilized way	23,8	9,8	33,3	14,5

The first place was borrowed with egoistical motive "Take care" - it was supported with 56,5 % of respondents. The given installation is priority for all students, is not dependent on a floor and an accessory to group of risk.

It followed with motive « Protect the love » which 51,2 % of girls and 42,9 % of young men adhere. It is the second on a degree of the importance

As to « group of risk », half of its members prefers motive of the civilized sexual behaviour: « Live in a civilized way »

Thus, the modern generation of students positions is pragmatic-egoistical sexual morals, basic which moral principle assumes first of all own sexual security by a principle "take care".

### **Interrelation of a way of life with types of sexual behaviour**

During research, described by installations three typological groups of the students have been allocated for the certain style and a way of life and types of sexual behaviour corresponding them: the First type is characterized by installation on a healthy way of life - « It is necessary to worry about the health, and to not enter casual sexual communications ». The second type assumes model of the mixed behaviour - « It is necessary to live by a principle - all is possible, but only is cautious ». It is that case when in a healthy way of life deviations aside risky behaviour are supposed. The third includes model of risky behaviour which vital principles are characterized by following behavioural installation - « While young and healthy it is necessary to try all »



At the youth environment to some extent there are representatives of all three psychological types. On a healthy way of life It is focused 45,2 % of respondents, in a greater degree of the girl-53,7 %. Unfortunately, the share of young men with similar vital orientation practically twice less also makes only 28,6 %. Overwhelming majority of the students identifying with the first typological group, 90 % condemn casual sex and constant change of sexual partners. It is necessary to note, that 16,7 % of respondents of the first typological group support a principle « abstention before marriage », 66,7 % support « fidelity in marriage », 86,7 % consider « the protected sex » as a basis of a healthy way of life of Respondents of the first typological group it is possible to define as the realistic young men not lost traditional values and aspiring healthy sexual culture.

The second, mix typological group, is intermediate between the first and the third. The share of its representatives in the student's environment the highest also makes 53,2 %. Attracts attention discrepancy of opinions of respondents of the given type. In spite of the fact that 69,7 % from them condemn constant change of sexual partners, 22,1 % would like to try, everyone the ninth-tenth practises similar sexual behaviour, and 12,1 % have declared, that enter casual sexual communications.

The second typological group balances on « sides of goods and a harm » and, depending on circumstances, can *склониться* in this or that party. That is to migrate in the first or third group. Strategy of positive influence on its representatives should consider unstable psychology and indistinct valuable orientations of this type of respondents.

The third type in the student's environment meets extremely seldom. If to consider answers of respondents as a whole the insignificant part of youth has specified it - 1,6 %. Among them of 4,8 % of men and any woman. Alongside with it the correlation analysis has shown, that 16,7 % of members of " group of risk » simultaneously are representatives of the most risky way of life with installation « While young and healthy, it is necessary try all » Their vital strategy of behaviour can to be recognized by the most dangerous, and to lead to infection of a HIV-infection.

The third type of youth can be named « generation completely free from sexual obligations » not only in relation to the partners, but also to itself. Danger of infection does not frighten any of them. They it is absolute! Are assured, that their HIV will not concern! And also it is absolute! Practise a plenty of sexual communications, at constant change of sexual partners. As has shown the correlation analysis, the most risky representatives concern to the given type of " group of risk ». Fidelity in marriage not their motto. Not looking that this type of youth is focused on the protected sex, just for the hell of it they are ready to go on risk, and extremely seldom use condoms. Their way of life can be defined as "superrisky". Respondents of this group can be characterized as potential carriers and it is quite probable the future distributors of a HIV-infection.

Thus, the Russian student's youth, as well as their contemporaries abroad, lives an active sexual life, expanding the sexual experience and using various

models of sexual behaviour. At the same time the various sexual life is characteristic basically for persons of a male. Young men are under threat of infection of a HIV-infection. The sexual culture of the Russian youth now is in a stage of becoming and, first of all, is defined by orientation to the certain way of life. Strategy of preventive maintenance of a HIV and introduction of healthy sexual culture should be directed both on a student's audience as a whole, and on its each segment. Thus the special attention is demanded by " group of risk » both the third and second style typological groups allocated in research.

**Maistruk, Natalia O.**

## **Globalization and Problems of Transformation of Science and Education in Ukraine**

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In modern environment higher education becomes an important factor of social development and formation of knowledge society. This requires scientific understanding, including also by means of sociological methods. Important task for modern national educational system as an element of global education environment, universities being its component, in this particular context, is to prepare students for life and professional self-actualization in the multicultural context, that is, forming the qualities of the world citizens and integrating education space with the research space for training highly qualified Ph.D.-doctoral staff building innovative capacity of the country and increasing its competitiveness. On the other hand, in modern global environment and as a result of the globalization, competitive relationships among states aggravate, the issues of the countries preserving and protecting their ethnic cultural traditions and patriotism without which they may lose their competitiveness, become topical.

Bologna process as a whole, striving to create single European educational space can be considered a part of cosmopolitan self-organization of modern European societies. For organic entry into the European Community, in Ukraine, social and economic transformations are being implemented for the purpose of creating a new society - a society of knowledge, the main resource of which shall be the person equipped with knowledge, a fully developed personality, and not a "mono-dimensional" person – financial globalization cash flows operator.

Existence of a country in the European and global environment will be certainly connected with the focus on international standards of human life, identification of one's place, opportunities, challenges and achievements in this field. International standards are to be understood as universal principles and requirements determining ideal model of fixation, implementation and protection of rights and opportunities of people to comprehensive development. Comparison of national and international achievements in this area, positioning of the country in the global environment became possible due to the standard developed by the United Nations Organization - Human Development Index (HDI), which, apart from the health care problems indicator, adequate living standard index, shall include the index of the access to education. Ukraine, according to HDI estimates for 2010, occupies 69<sup>th</sup> place among the countries with high human development index; and if to take into account the average duration of education (11.3 years), it is ahead of France, Finland, Belgium, Denmark, Spain, Italy, belonging to the group of countries with very high levels of human development [1]. Thus, Ukraine has taken a leading place in the world regarding the education scales, thus having created the basis for the development and improvement of higher education. Based on these achievements Ukraine should aim for the implementation of guidelines for

the new HDI concept focusing on the rights of people to creative living, achieving goals valuable for them. For the Ukrainian society it means shifting the focus on higher education, especially on its second and third tiers (in accordance with the Bologna system) related to the creative years and setting objectives - shaping public attitude to work as a value, and to higher education as a way of mastering it. It should be noted that the above mentioned HDI indicators - health care indicators, adequate standard of living, and access to education - characterize not only the human development capacity but also the overall competitiveness of the country in the world.

Thus, under the overall World Economic Forum rating, Ukraine, unfortunately, worsened its competitive position in recent years (2007-2010), occupying the 83<sup>rd</sup> and 82<sup>nd</sup> places. However, during this period the macroeconomic stability indicators improved significantly - from 82 to 106. At the same time, the health care and primary education indicators decreased from 74 to 68, and higher education and vocational training indicators went down from the 53<sup>rd</sup> to 46<sup>th</sup> place. Innovations were also characterized by negative trends: indicators fell from the 65<sup>th</sup> to 62<sup>nd</sup> place.

One of the main factors stimulating the growth of competitiveness ranking in the world in the forthcoming years should become higher education and training of the highly qualified human resources. In Ukraine, the training of highly qualified personnel is viewed in terms of drafting and defending doctoral theses (Ph.D. of a particular profile in terms of the Bologna process) or the completion of the third cycle of higher education (bachelor, master and postgraduate). Moreover, in Ukraine, the doctoral degree of the Doctor of Science resulting from the postdoctoral process and the defense of the doctoral thesis still exists, and it is correlated with the highest level of a Doctor in line with the international standard (ISCED). Unlike Ukraine, the European international statistics does not monitor the number of holders of such academic degrees (Doctor-Habilitation, Doctoral d'Etat), thus, is not possible to identify Ukraine's position in this academic area. The Ph.D. training programs are get substantial support through their integration with the research master training programs. This is to be applicable primarily to research type universities whose setting up required certain restructuring measures in the educational and academic areas.

In 2009, the government resolutions identified 7 new kinds of universities - research, whose main objective shall be the production of new expertise and training of academic personnel. The first step in the process of the restructuring of the leading universities of Ukraine (National Technical University of Ukraine "Kyiv Polytechnic Institute", Taras Shevchenko National University of Kyiv, V.N.Karazin Kharkiv National University, Ivan Franko National University of Lviv, Odessa National University named after I.I. Mechnikov, National Aviation University) was the creation of 19 research and training centers. These centers are to become the centers of science, education, innovation via the combination of the capacity of the prevailing academic schools, gifted students, and an example of the newest model in the form of training, research and innovation activities. The Regulation of the

Cabinet of Ministers of Ukraine of 2010 on the Research University approved its objectives and criteria. Main objectives shall include: implementation of innovative programs of training academic and teaching staff, creating conditions for the exchange of students, postgraduates and doctoral students, research and teaching staff, students' involvement not only in the research but also in practical implementation of their results.

In the field of science and innovation, the research university, alongside with the National Academy Science of Ukraine and other academic institutions, faces the task of carrying out fundamental and applied research of priority areas of scientific, technological and innovative activities, implementing innovative projects of design, implementation and production of new high-tech products, integration of education, science and industry by creating educational, scientific and production associations. International activity of the research university envisages the participation of teachers, researchers and students in the implementation of international projects and programs, scientific and practical conferences, seminars and exhibitions, as well as the cooperation with foreign partners in the framework of educational and research programs and projects on joint research centers, institutions and other associations.

Funding research and development of research universities shall not be less than 25% of the budget funds allocated for its maintenance in accordance with the universities' development programs. The programs are to be funded by the state budget in the course of five years of the university's activity. Further funding of the research university, including the research, design and development programs of the university shall be provided if the university will be able to guarantee the revenues to the state budget special fund in the amount of not less than 50% of the volume of budgetary funds envisaged for the research and development. Global Standards determine optimal distribution of budget funding for science according to the ratio of 35:30:35 (35% - fundamental research, 65% - applied research and development). In 2009, for the universities reporting to the Ministry of Education and Science this ratio was 37:63, which corresponds to global trends.

The criteria representing opportunities for the integration of modern universities in the global and European research and education environment and compliance with modern requirements shall be considered as the ratio of domestic and foreign literature in university libraries, use of foreign programs and methodological material in the learning process, presence of foreign nationals both among the teaching corps and among the students, variety of languages of instruction in the process of teaching various subjects and direct communication in the university; mobility of students, orientation and diversity of communication flows, availability of trips and internships abroad for university professors and lecturers, formation and development of components of transnational lifestyle and other factors.

In addition to the transformation of universities, the integration into the global research and educational community envisages regular work to streamline the network of post-graduate and doctoral courses, which may result in changes in

the structure of training academic and pedagogical staff. Thus, the academic and educational staff in higher educational institutions of the Ministry of Education and Science of Ukraine are to be trained in over 26 branches of science according to the Catalogue of professions, in line with which the dissertations for Ph.D. and Doctorate degrees are to be defended, academic degrees and titles are to be awarded in more than 430 academic subjects. The changes affected the distribution of those admitted for postgraduate studies as follows: natural sciences – 16.3%, technology – 30.41% (increase by 2%), and social studies and humanities – 53.3%. Admission for doctoral studies may be broken down as follows: natural sciences – 11.9%, technology – 27.5% (there is an increase by 4% as compared to 2008), social studies and humanities – 64.2%. Only in 2009, 41 new fields of research in postgraduate schools in 32 universities and research institutions, and 21 new subjects for doctoral research in 18 universities and research institutions were established. In early 2010, 18 471 postgraduate students (69.8% of total postgraduate students in Ukraine) were taking their post-graduate courses in the institutions of the Ministry of Education and Science, of which, 11 930 – full time. Doctorate studies involved 826 doctoral students (68% of total doctoral students in Ukraine). Ukrainian academic research and educational personnel is being brought up with the active support of the state. Thus, the training of 84.5% of the total amount of postgraduate students and 93.4% of doctorate students was funded by the state budget, and the training of respectively 14.1% and 5.3% was provided on a commercial basis in 2009.

However, alongside with the progressive developments, the trend towards inefficient functioning of the institute of post-graduate and doctorate training can still be observed, its indicator being only 25% of theses defended by the determined deadline, and the fact that almost a quarter of post-graduate students do not defend their theses. For further integration of Ukraine into the global academic and educational community we may offer:

- Enhancement of the innovation component of research in training postgraduate and doctorate students;
- Strict enforcement of competitive selection for postgraduate and doctoral studies;
- Improvement of the system of the publication of academic results;
- Translation of professional publications into other languages to include them into the international scientific and metric databases.

In the context of European and global dimensions, the indicator of scientific and technological development and competitiveness of countries is determined as the saturation of people with scholars. It is measured by a number of employees performing research and development within the overall amount of employees in the economy of a country (per 1000 persons). The degree of the saturation of Ukraine with scholars is rather high – 5.3 persons performing academic and technical work per 1000 of economically active people.

It should be noted that in 1992-2009 Ukraine faced almost threefold reduction in the number of scientists. At the same time, qualitative changes in the human resources capacity of modern science and education affected the increase in the share of doctorate and Ph.D. degrees among the performers of research and development, whose share in 2007 amounted to 17% or 21.4 thousand.

Rapid decrease in the numerical composition of academics turned out to be the result of the effect of a number of factors: insufficient funding, immigration of scholars to the countries with more favorable conditions for academic activity, etc. Ukrainian experts mostly emigrate to the USA, Russia, Israel and Germany. At the same time one may notice a positive trend: in 1995 - 2008 the number of doctors-emigrants dropped by nearly 7 times. If the immigration of highly qualified personnel to industrialized countries is economically advantageous, for countries-donors of intellectual labor, to which Ukraine belongs, it is unprofitable. This is reflected in: the loss-making nature of academic personnel training (training of a highly qualified specialist is estimated to cost \$ 50 thousand, doctor of science (Ph.D.) - \$ 83 thousands); disruption of the scientific and technological and research public programs; obstacles to the production applying high technologies and materials, etc.

Thus, the Ukrainian society is becoming an integral part of the global educational environment. Ukraine's accession to the Bologna process and the changes in the system of science and education has contributed to this phenomenon. Under these conditions, the current scientific and educational paradigms should make it possible to prepare new generations for modern global and multicultural world, in accordance with current international requirements, at the same time preserving and developing their own identity and culture and promoting the recognition of intellectual factors for shaping social environment.

Transformations in the academic and educational fields of the Ukrainian society in recent years took place as the consequence of the creation of research universities as the centers of integration of science, education and innovation; streamlining of the network of post-graduate and doctorate courses, inclusion of the universities and research institutions into the world scientific electronic resources. Thus, on the one hand, the global trends promote transformations in academic and educational sphere, and, on the other hand, they highlight gaps defining areas for further improvement and achievement of international social competitive position. Among the deficiencies we may name: insufficient intensity of communication in academic and educational spheres, as well as low public demand for modern scientific achievements and development of innovative technologies. Among the areas for further improvement of advanced scientific and educational spheres we may offer the creation of incentives to promote research career by making academic status more attractive and prestigious, by increasing allocations for research and educational, scientific and technological activity.



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## **Mironetz, Elena V., Yakovleva, Irina P.**

### **Problems of Educational Institution and Market of Vacancies under Condition of Transformation of Russian Society**

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One of the social institutions of Russian society where consequences of transformation which happened during the postsoviet period are more vivid is education. Changes in the economic sphere of the country led to the problem of overestimation of professional training in secondary and higher educational establishments: increasing the number of students of economic and juridical specialties, appearance of new trends of specialists training in PR and so on. The strengthening of the process of globalization and expansion of international relations of Russia involved the necessity of educational system adaptation of the country to the demands of the Bolon process with the aim of integration to the European educational sphere.

Together with this the increasing of educational role in valuable orientations of Russian citizens especially among youth has taken place. According to statistics of 2010 of regional investigation of Krasnodar region's population at the age of 16 till 30 years the necessity in getting higher education under modern conditions 79,7 % of people consider it to be important; 17,8 % of people consider it desirable; 1,9 % of people – not obligatory and 0,6 % of people can't answer exactly.

The increasing of number of educational establishments especially in higher educational system is the result of social processes in the country. So the quantity during the period from 1985 till 2008 has increased by 272 establishments (from 2566 to 2838), and the higher establishments have increased by 632 (from 502 to 1134). The students themselves emphasize the necessity of higher education. According to statistics of education department and science of Russian Federation 7418 million of people studied in higher educational establishments in 2010 and 2142 million of people in vocational establishments.

The educational institution in Krasnodar region. As well as in the other region of Russian Federation, represents all education establishments of different types (schools, grammarschools, lyceums, colleges, centers and establishments of optional education). According to statistics of 2009 year there are 35 higher educational establishments and 85 subsidiaries in which 177 thousand of students study. Standard is 170 students per 10 thousand of people and in the region the rate is 354 students.

Besides, the educational system of 133 middle professional schools (technical schools, colleges) is realized in the region. Also, the reproduction of specialists in low and economy sphere is typical for region and for the country. So, 62 higher schools organized the training for juridical specialization. The analogous situation takes place in the sphere of middle professional education, for example, 81 middle professional schools prepare specialists of economic sphere.

Besides, the higher professional education system of region isn't oriented to needs of market of vacancies. These facts are given in the statistic offered by the department of state of employment of Krasnodar region. The 36,5 thousand of vacancies were declared in the department vacancies during the period of 2010 year (on January, 1 2009 – 42,3 thousand of vacancies). 213,2 thousand of citizens have addressed for assistance in searching of suitable jobs for this period.

On the average, for one unemployed who has addressed in department of vacancies for getting state service there is only 1 vacancy. There are 3 vacancies in Sochi and 2 vacancies in Krasnodar for one unemployed citizen, as it was registered. The comparative analysis of information for 2008-2009 years testifies of influence of economic crisis on the market of vacancies.

The tendency of claim of work professions on the labour market is unaltered. The specific weight of vacancies which were offered by the department of vacancies of Krasnodar region is 73,7%. There is a shortage of workers of such professions as: drivers – 1741 vacancies, the specific weight in the total quantity of vacancy was 8,4% and the average month salary is 9520 r.; locksmiths – 1430 vacancies (6,9 %), concrete specialists and bricklayers 866 vacancies (4,2 %), plaster, house-painter – 803 vacancies (3,9 %), seller – 765 vacancies (3,7 %), carpenter, joiner – 623 vacancies (3,0 %), electrician – 614 vacancies (3,0 %), electrician in assembling sphere – 584 vacancies (2,8 %), cooker – 546 vacancies (2,6 %).

Data mentioned above shows a disbalance of the vacancies offer, which restricts possibilities of employment for higher professional institution graduates.

It should be mentioned that the regional labour-market situation is determined by the participation of the Russian Federation in international projects, such as Olympic Games – 2014 in Sochi and the World Football Championship – 2018.

In connection with the forthcoming arrangements the volume of investments to the Krasnodar region resort has been multiplied 17 times and is 20 billion rubles now. The tourist infrastructure development in the region has increased the demand of building sphere specialists in the sphere of hotel and restaurant business.

Nowadays employers often prefer European schools graduates, having been trained professionally in the best hotels. There are no such high class institutes that can train educate hospitality industry managers in Russia. Then are about 20 establishments of higher and secondary education. That train specialists in the sphere of hotel and restaurant service and tourism in Krasnodar region. Practice of specialists training in there educational establishments is acquired in average for 10 – 15 years. There are special curriculum and base of professional training, but there is no system of professional support of the students personality.

Analysis of quality and quantity indexes of modern state of educational system and Krasnodar region employment market statistics data gave the opportunity to fix peculiarities of cooperation, the level of mutual influence between social institutions given and to define.

The number of the problems that demand immediate salvation for harmonic region development. Then forming the policy in the sphere of vocational and higher education it is necessary to take into account some regional specific features, its place in Russian labour market, orientation on principal federal programs being conducted, including those connected with development of infrastructure of Sochi – city as the main city of Olympic Games – 2014.

**Shedij, MariaV.**

## **Anticorruption Activity of Actors as the Paramount Condition for Curbing Corruption**

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Anticorruption activity of actors is the paramount factor of efficiently combating corruption. Anticorruption activity is to be defined as a collective action of social actors of different levels (the elite and the masses) as well as of different types (groups, organizations, individuals) which directly or indirectly cause significant changes in the basic social activities aimed at abating corruption.

Anticorruption activity takes the following forms:

- reformation activities (at the highest level of the elite and governmental structures);
- social and innovation activities (at the group level through implementing anticorruption projects and promoting new standards, activity and behavior patterns in society);
- -reaction and adaptation (at the mass level where people adjust new standards, regulations, patterns, experiences, make them a tradition and react to the results of anticorruption projects).

To analyze anticorruption activity one needs to consider the number of issued legislative acts, developed and introduced anticorruption projects and single campaigns; influence of personal opinion on the system of solution process determinants; 'red tape' ratio, evaluated readiness for corruption and any changes in its rate; it should also be taken into account if there are active and available opposing mechanisms.

The reformative activity of the authorities is quite high nowadays; especially it is obvious at the level of local executive authorities (a number of anticorruption laws and programs have been introduced, regulations and standards of state services are formed). Throughout the Russian Federation the executive authorities have begun to develop, to implement and to control anticorruption programs. However, having been analyzed, the anticorruption programs have proved to act according to the "template" given by the federal centre. The local authorities do not have their own good strategic, intellectual and reformative potential, they follow the "incentive - reaction" principal. The incentive, however, does not come from average citizens (not even from the law-enforcement machinery), it comes from the federal government.

The reformative activity of the business elite differs from region to region. Only few representatives of the business elite take active part in anticorruption campaign and if they do, they use different associations and unions. Their activity depends on the rules for running a business: stability and familiar, profitable corruption practice are often preferred to the instability provoked by altering standards and rules of interaction with officials. Nevertheless, in some regions various business associations actively combat corruption.

The social and innovation activity of the middle class (middle companies' owners, directors of enterprises, entrepreneurs, managers, middle class officials, bureaucrats, law-enforcement staff) is oriented towards testing and developing of new standards and regulations. They try to change corruption models, to introduce and to promote anticorruption programs.

Officials are rather unwilling to take anticorruption measures. As public opinion polls show, there is a high level of red tape and corruption initiative. The social and innovation activity of businessmen depends upon their interaction with officials. Corruption is initiated by entrepreneurs when administrative and legal control of their activity fails, causes profit losses and contradicts their business interests. The positive factor is the desire of entrepreneurs to take part in launching anticorruption programs. To that end, the work of Chamber of Commerce and Industry is being brisked up, entrepreneurs associations are being formed, anticorruption (self-support) programs and projects of popularizing legal and anticorruption practices of interacting with the authorities are being developed and launched. The research has shown that at the present moment it is middle class entrepreneurs who can become the engine of the social and innovation activity, being the most motivated group to combat corruption, the most suffering from corruption practices and possessing the most sufficient resources for it (the ones, for example, most social organizations do not have).

Reaction and adaptation of the masses (anticorruption activity of middle- or low-qualified workers hired to do some work; technical employees; workers; peasants; lower level employees in the sphere of commerce and services; citizens without profession and citizen doing simple jobs) means assimilation and adoption of new values, forms of anticorruption behavior; keeping up with changing rules and standards. The research has shown rather high adoption abilities of the masses, but improving the social mechanism of anticorruption programs demands the masses both to adjust to the regulations resulting from the reformatory activity of the elite and to react to deviations from the social norms. Moreover, the research has not shown a high level of social responsibility. In the masses as well as among businessmen there is still tolerance towards corruption. They are not completely ready to popularize and to implement anticorruption activities, which in turn keeps the social anticorruption mechanism from functioning well. "Underdeveloped" state institutions (independent courts, efficient law enforcement system etc.) and absence of a competitive environment make people often use unofficial illegal corruption activities and, consequently, support opposing social mechanisms.

The mechanism of fighting corruption in Russian has never been social in respect to involving significant and influential civil forces into anticorruption processes. The reformatory activities of the elite are not supported by social and innovation initiative of the middle class, as the result, anticorruption policy is not implemented in the society. Low confidence in the authorities in addition to the above-mentioned factors leads to a low adaptation activity of the masses, while it is supposed to bring about anticorruption activity in the society. Consequently,

anticorruption programs urgently need correcting and the social mechanism of implementing them needs improving.

To improve the social mechanism of anticorruption programs it is essential:

- to improve partnership between civil society institutions and the state; the intensity and quality of interaction between different social actors in the process of developing and launching anticorruption programs; the role of civil society institutions (like non-profit organizations, mass media, labor unions etc. ) and individual in social mechanisms.
- to encourage opposing parties to prevent corruption in the governmental system;
- to enhance activity and institutionalization of the mechanisms opposing the social mechanism of anticorruption programs;
- to decrease the influence of historically established illegal corruption traditions;
- to maintain a stable political will aimed at introducing systematic anticorruption reforms in the country and its regions;
- to form and popularize norms, regulations, values and non-corruption policies which enable the system of curbing corruption to function efficiently;
- to increase transparency of the authorities;
- to improve the process of selecting the administrative staff allowing a fair contest for the candidates and preventing any conflicts of interests. It is necessary to pay special attention to personal characteristics of potential government and public employees
- to assure social confidence in the authorities, initiators and developers of anticorruption programs as well as in the institutions fighting corruption;
- to reduce bureaucratic sabotage;
- to regulatory monitor and to fully evaluate the corruption rate.
- Perfection of the social mechanism is also negatively influenced by contradictions in the personality and culture of an official:
- a contradiction between moral and ethical behavior standards and traditions of the Russian officialdom, 'corruptive' traditions in solving problems of Russian citizens who resort to the authorities;
- a contradiction between basic customary principles, habits of the officials and citizens resorting to the authorities with their problems and proper social standards;
- a contradiction between an official's desire to gain profit and almost no fear for taking the responsibility for it, an unlikely



exposure, no control from civil society institutions; absence of a situation where it could be unreasonable and unprofitable to bribe and accepting bribes could be extremely risky and unjustified;

- a contradiction between an official's subjective awareness of his/her leadership and their real objective role of a servant to people;
- a contradiction between the proper and the habitual interpretation of the law value. So far an official power is considered to dominate the law power. Administrative and bureaucratic sphere prevails over the legal one and interprets its regulations and laws as it pleases.

The social mechanism of curbing corruption in Russia has never been a system of interaction and interconnection involving all civil forces and civil society institutions into anticorruption processes. The reformatory activities of the elite are not supported by the social and innovation initiatives of the middle class; consequently, the anticorruption policy is not implemented in the society. As a result of low confidence in the authorities, adaptation activity of the masses is assumed to be low while it is supposed to bring about anticorruption measures in the society. Consequently, scientifically proved suggestions for correcting of anticorruption programs and improving the social mechanism of implementing them become a prospective subject for scientific investigations.

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## **Pedagogy of Happiness as an Actual Direction of Humane Researches**

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Realization of the ideas of human pedagogy led to appearance of a new direction in pedagogy called *felixology*.

Happiness as the highest good and an attainable state of a human being was always one of the main subjects in philosophy from Socrat and Platon to Yaspers and Bodriyar.

With all that negative processes which took place in Russia such as life level falling, the absence of social protection, criminality growth led to the fact fundamental philosophical and social problems moved to the second place. The problems of social “adaptation” proved to be in the first place. Social problems assumed the character of inevitability, kind of “destiny” when one can do nothing but submit. Social outlook stopped its existence; many people had to solve their survival problems. Long term processes shifted to short ones. The pace of life, the life possibilities and risks were sharply increased. It seemed to be a temporal period, that it was a kind of “transitional” which would lead us to rationally-organized order. It turned out that a “transitional” became a new social reality, which is necessary to master and to find some vital supports which would allow not only to survive but to live. And to live we need to have a sense, a purpose with a worthy life content. Therefore fundamental problems of a human being, including problems of happiness became actual again [3, 4]

The educational crises manifested itself in different ways in theory and practice. Russian pedagogy has recently being enriched by theoretical researches in this spheres well as attempts of construction in various educational concepts (E.V. Bondarevskaya, Z. and Vasiliev, O. Guzman, I. Ivanov, and. A. Kolesnikova, S.V. Kulnevich, G.I. Iegenny, B.T. Likhachev, A.L. Novikov, V.V. Serikov, N. M. Talanchuk, I. Yakimanskaya, etc.). Similar processes are observed in the foreign humanistic psychology and pedagogy (A. Adler, O. Sick, M. Buber, W. Dilthey, A. Maslow, V. Frankl, Erich Fromm, E. Erickson and others), where Education as a humanitarian practice is considered in an appeal to the existential problems of man, the problems of its integrity being , self-determination, self development, self-actualization. Problem solved psychological essence of spirituality in the writings of BS Bratus, N.A. Koval ', VA Ponomarenko, V.I. Slobodchikov, T.A. Florenskij, V. Frankl, V. Shadrikov etc.

Alongside a humane pedagogy of the West presented by alternative authors' systems of R.Steiner (Germany, 1861-1935), M.Montessori (Italy, Netherlands, 1870-1952), S.Frene (France, 1896-1966) etc. which leads a human to the first place and focuses on his values, personal freedom, the abilities to create and control his own life, there have always been the hearths of humane pedagogy in Russian education, even in the period its total ideology and unification. The image of an ideal school

was introduced by K.N.Ventsel in "The house of a free child", V.A. Sukhomlinskij in his "School of happiness" and Sh.Amonashvili in "The school of life"

According to Ventsel an ideal humane school is a pedagogical commune, where children are little creators of their own lives. Therefore a good humane school cannot be a place where children should only study. It should possible include all the sides of human's life. R.N.Ventsel insists on the principles of integrity, unity and harmony of a child's life at school as well as solidarity and unity of actions of school administration and teachers. The whole process of education should be organized to help a child to achieve his goals. Considering a child as a subject of educational process manifests that a teacher sees in a child as a successor of a "spiritual work done by a mankind". Thus, as all the mankind was always in search, creative work and discoveries it is necessary to give a child a chance to seek, create and discover.

K. N. Ventsel views a good humane school as creative surroundings of a free person.

Russian cultural-pedagogical tradition, the essence of which is in priority of education over training was brilliantly realized by V.A.Sukhomlonskij in his pedagogical practice in 50-60 of the 20<sup>th</sup> century. His philosophical and pedagogical views were completely different from those generally accepted and they didn't match the official doctrine of a personality formation. V.A.Sukhomlinskij understood education as creation happiness for every learner. According to V.A.Sukhomlinskij education manifests in skillful, clever, wise, delicate and hearty touch to each multifaceted side of a human talent. And the true art of education is to discover that talent which will shine with inimitable radiance and bring happiness to a person.

Person -humane approach to a child is a fundamental theoretical and practical achievement of humanistic pedagogy.

After many years of pedagogical practice Sh.Amonashvili came to a conclusion that there are two approaches to solving educational tasks- imperative and humane.

The humane one implies that a teacher tends to consider the children as independent subjects, capable of learning not under the strict control but willingly and by their own choice and decision.

In other words a teacher thinks that a child has his personal meaning and personal significance of learning and we should rely on it in educational process. And if a child doesn't possess these qualities the teacher should help him to find them.

According to the works of N.Borytko, in humanistic pedagogy the education is observed from three different aspects (social phenomenon, process and activity), reflecting three aspects of human spiritual existence: his socio-cultural (choice and implementation of cultural conformity in lifestyle and behavior), individual (self-realization as a subject of culture) and co-existence with Other people. These three fundamental aspects of a human being correspond with three core educational

fields. They are social (field of meanings), subjective (field of senses) and interaction (field of values) ones.

The peculiarity of humanitarian notion of educational phenomena and processes as well as designing and development of educational work is grounded on the following points:

- education is directed inward to human nature and can be only understood in the sense of qualitative development of a person;
- educational process is a process of cherishing human subjectivity as self-determination in socio-cultural environment;
- educational mechanism is considered to be a value-meaningful co-transformation of the subjects of educative mechanism, the teacher and the learner in an integrated sense interaction;
- The process of education is an interchanging process provided the external interaction presupposes developing the inner world of each subject.

The true aim and criterion of modern education, meeting the demands of its human personal and social directions is assistance to developing a healthy personality able to realization of his potentials that is also socially balanced, mobile and flexible and able to feel happy.

Felixology (from Latin *felix*-happy) is a new direction in pedagogy, which considers happiness as pedagogical phenomenon and transforms the point of development the ability to feel happy into the hot pedagogical issue.

Pursuit of happiness is a greatest motive of human enterprise on Earth.

It is pursuit of happiness that defines the whole development of civilization as well as constant searches of real truth and constant social rearrangements.

The fact that many modern scientists in different subjects of human knowledge apply to the problems of happiness from our point of view is a quite natural phenomenon.

As far as happiness is a specific human peculiarity there are numerous works in different academic subjects developing within the anthropological paradigm such as philosophy, psychology and social studies. Philosophical (W. Tatarkiewicz, V. Frankl), cultural (V. P. Alekseyev , R.G. Apresyan , A.A. Husseinov) social (M. Argail, N. Pezeshkian) and psychological understanding of this phenomenon is a fundamental theoretical and methodological aspect for the category of "happiness" to be involved into pedagogical context (S.A. Amonashvili, B.T.Lihachev, V.A. Sukhomlinskij, N.E. Shurkova).

Philosophical anthropology based on scientific works about the human being evaluated from understanding happiness as simple existentialism with its denial of happiness to creating the holistic concept of human self who has the right to be happy.

According to M.V. Lapukhina happiness as a whole system which has three leveled hierarchical structure: ontology of happiness, epistemology of happiness and axiology of happiness. Ontology of happiness implies the nature and

conditions of happiness such as joy, hierarchy of wealth (well being) and parameters of enterprise (event) and time. Epistemology of happiness subdivides understanding the notion of happiness into two interacting levels: external and internal ones determined by individual parameters as well as social stereotypes and ethno cultural features. Axiology of happiness defines the meta-valued character of happiness excluding the meaning of phenomenon as “being-in-self” but inserting it into a chain of values settled in the culture of society [2, 9].

I.V. Sidorenko states that felicitative anthropology is a new philosophical branch based on the humanitarian and scientific development and considers the human happiness from the point of view of philosophical anthropology.

I. Kant defined the subject of philosophy by three questions (What could I know? “What should I do? What do I have the right to rely on?”) and consolidated them in the forth question “What is a human being?” He came to the point that the first (element) question is a subject of metaphysic, second one is a question of ethic, third one is a matter of religion and the forth belongs to anthropology, because the prior three questions are defined by the latter. [4, 96].

Therefore I.Kant anticipated the shifting of systematic cognition paradigm to anthropological paradigm. Extrapolating these questions to felicitative *anthropology* there might be the following questions *interpreted in felicitology (felixology)* : “Am I able to understand happiness? What should I do to attain it? Am I allowed to hope to be happy?” (“Do I have the right on happiness?”). And the forth question is a crucial in felicitative anthropology “What is happiness for a human being?”

So we can claim that felicitative anthropology is a philosophical-methodological foundation of pedagogical *felixocology*. Meanwhile the philosophical analysis of category of “happiness” has the fundamentally incomplete character as far as the phenomena of happiness itself defined not only by cultural development but also is an anthropological value which settles a human being in the element of existence.

The notion “pedagogy of happiness” or “eudemonistic pedagogy” was first introduced by A.I.Subetto. His pedagogy of happiness had the souses from creative ontology of the world and included the teacher’s behavior: his smile, laughter, sense of humor, ability to feel happy not anywhere out but here in the classroom with the children. This can be only developed from the cooperation, the process of exchanging knowledge, meanings of life, experience of perception and excitement about wonder of life and the word, the sun and space, puzzles of nature and human being [6, 47].

Pedagogy of happiness as a modern metaphor of the pedagogy of XXI century according to A.I.Subetto includes the following points and their synthesis:

- pedagogy of creativity;
- synthesis of the spiritual and intellectual aims;
- principle of harmony of the spiritual and physical perfection, inspiration, intellectualization of the body, muscles and senses;

- synthesis of creativeness and morality aims and development of “ethical intelligence” of a person;
- pedagogy, developing a fundamental altruistic human need “for others”;
- collective pedagogy, “pedagogy of cooperation”;
- creative philosophy and creative ontology of the world [5,5].

People have a certain understanding of happiness regardless of whether the phenomenon is under the scientific question or not. The definite notion of happiness is an important constituent of how a subject perceives the world and his place in the objective reality. A human being creates his world according to his understanding of happiness. People simply cannot live without any thoughts and interpretations about this issue.

Care about child’s happiness in the process of education is an aspect of humane pedagogy and a component of the target of humanistic education. It contributes the child’s personality development, realization his creative potentials and shaping a child as a subject and creator of his own life.

A famous Russian pedagogue B. T. Likhachev points out that the main task of a modern school is a formation of environmentally pure personality who will act according to the general human values of love, friendship and happiness, faith and hope, truth and kindness, honor and self-worth, justice and charity, mutual help and compassion. The modern education is considered not as a transferring the experience but a process of individual growth on the basis of co-existence (V. I. Slobodchikov), over situational and non-adaptive activity (V. A. Petrovskij), pedagogical interaction (N. F. Radionova, E.L.Fedotova) and the development of person’s valuable attitude to the world (A. V. Kirjakova).

Happiness is one of the core human’s values. Pursuit of happiness lies within every human being and is a component of his nature. Human’s understanding of happiness is an integrated part of his vital values and expresses his essential attitude to the world.

The category of happiness as a component of professional pedagogical activity is becoming the most complex theoretical problem due to its variability. Happiness as a free spiritual substance is impossible to fix, control and measure.

And, first of all, it’s a teacher who should have a certain understanding of happiness because it’s he who alongside parents should introduce the context of a modern culture to a child and, teach him the skills to feel happy and create his own happiness and be responsible for his life.

Meanwhile the social order in education got rid the pedagogue of the question “Where are you going to?” and therefore “Where are you leading to?” Educators are less worried about the sense of their work nowadays. We can obviously say that the modern educational system develops child’s intellectual, emotional, physical and even spiritual potential. And even this set of qualities is not enough to describe the whole individual, to shape his needs and motives defining the life of a person. “There is one more principle need, the need of self-

understanding and searching the essence of self-existence, self-identification in a group, society and universe.” - wrote Godfrua .

Therefore a teacher should play an important part in shaping ability to percept and identify the significance of the world's objects.

Ability is the inclination of a person to a certain activity, cultivating in the social surroundings and based on the natural potential given to a human through a genetic mechanism. However the potential is realized provided the person himself is active. Happiness is paid by either physical or spiritual efforts. He who wants to apply neither soul's nor body's efforts surely doesn't attain the ability to be happy. Ability to experience happiness is the inclination of a person to experience satisfaction from interaction with the elements of happiness. The wider the range person-an individual factor range, the more is the opportunity to be happy. And he has the highest chances to attain happiness who is a creative subject, a subject of life, who is gifted with communication and who appreciates and produce wealth, who perceives the world around himself.

Experiencing happiness is a particular kind of satisfaction with the realization of the potentials the person is given by nature and social surroundings.

In the process of child's interaction with the external world the teacher should expand the spiritual space of the potential agents of happiness in the personality structure of the child: from the basic material sustenance to the highest spiritual values [7, 75].

According to the works of N. E. Shchurkova the overall picture of felicitative education is viewed as a combination of the following professional elements of pedagogical activity:

- constant expansion of horizon of life;
- experiencing happiness by the educator himself, his ability to express clearly his own attitude to the events in the society;
- organizing challenging activities , a successful outcome and fascinating design of the child's activity;
- teaching a child to overcome difficulties and perform the essential duties;
- disclosure of the significance of the events of life from the perspective of the value of every human life;
- presentation of the beautiful sides of multifaceted and contradictory life;
- identifying and defining eternal problems of life including the problem of meaning in life in the context of current events and specific facts;
- maintaining favorable psychological climate and positive internal state of each child;
- reflecting about happiness and felicitative analysis of current events;
- supporting the humanistic attitude to people, humanistic care about life on earth and in the fatherland;

- projecting own happiness and realizing self-existence in terms of the desired happiness;
- recognition of each child as a respected person, as a subject and individuality who has the right to being unique and original;
- pedagogical support to a child in his attempt to solve his life problems on his own [7,81-82].

The secret to success is in ability of a teacher to be a happy person, as far as a direct contact with a happy person gives a child a set of vital skills that help to obtain joy and pleasure from any interaction with the objects of the world.

E. V. Bondarevskaja and S. V. Kulnevich notice in their works that each educative system is in search of creative approaches in pedagogical process and finds its own content, methods, and educative means.

Humanistic direction implies the freedom and creativity of both students and teachers. General requirement to all humanistic patterns of education is a creation of cultural-educational environment where a child is able to realize his creativity potential, his cultural development; he also should be socially protected and is able to have an assistance and support for his self-determination and integration in a society.

It is obvious that humanistic pedagogy is developing in the direction of the human future, and it proves that everything depends on his own efforts and activity. It is based on the power of mind rather than social and external sphere. Thus, humanistic pedagogy establishes the priority of mind over being [1,145].

Felicitative education is based on soft pedagogical techniques such as free education, pedagogical support, careful consideration, and dialogical education, establishment of the situation of success, encouragement and emotional excitement. Anticipated results of the system of felicitative education in school are as following: developing child's attitude to the world, attaining new qualities such as self-development through subjectivity formation and finding the meanings; expanding the system of moral ideas of students, system of values; development of the emotional sphere; development both teacher's and student's positive attitude to life; rising the level of life contentment.

Pedagogy of happiness as pedagogy of XXI century is intended to raise the "human of the future" to his true extent, determined by the logic of progressive evolution of the universe, in which we appeared, to extent of Noosphere mind, harmonizing his creativity as part of creative nature, with the works of nature, to extent of controlled society and nature dynamic harmony, in which social intelligence is becoming a part of socio-natural homeostasis [5, 15].

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**Saitgalieva G. G.**

## **Problems of Inclusive Education for the Disabled Children in Modern Russia\***

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The problems of disability in the Russian society at present day become more significant, they get a new perspective and development. They open new sides and demonstrate their importance and the necessity to provide a proper vitality for the human being and the society. The attitude of society and state to the disabled people nowadays is characterized by constructive alterations. These alterations take place in accordance with global trends in building of the world community, its humane direction and orientation to render assistance for everybody who needs help. Social policy as regards this category of population was protracted, but didn't always have purposes which we should select at present; however, it was always connected with the development of state policy and society.

The article deals with actual problems of inclusive education for the disabled children nowadays in modern Russia society. The author states the necessity of social escorting for a disabled child in an educational space and the necessity of professional training of personnel, whose activity will be directed to help the disabled children when they receive school education. The priority of development of the intellectual abilities of children has been traditional to Russian education. Modern school more and more separates kid's society, including higher standards for intellectual suitability for a child. Today children entering school must demonstrate fast reading and doing sums. Under such conditions, handicapped children are not competitive and so they are isolated from exciting system of social life.

Formation of the new relation to the problem of easy studying for the disabled people became one of the main events at the end of the 20th century. This relation is founded on an inclusive policy that is to say on the ideology of inclusion, which does not accept any people discrimination, and provides an equal attitude to everybody in the society. It supposes creating of special conditions for the disabled children. Inclusive education today means accessibility of schooling for everybody and first of all to the disabled children. Taking the disabled children in popular educational institutions is widespread in the world including all highly developed countries. This kind of approach to the education of disabled children achieved a certain level of economic, cultural and legal development. A new attitude of society and state to disabled people admits their rights to equal opportunities in different fields of life. The world practice of inclusive education demonstrates us the importance of integration of disabled children. In the 1970's of the 20th century

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abroad, official normative documents which promoted for the extension of educational opportunities were worked out for disabled people.

The research of economic efficiency of inclusive education, which was conducted in the 1980-1990's demonstrated the advantages of integrated education such as profit, benefit and achievements.

Russian pedagogy has also got an experience of inclusive education. The first inclusive educational institutions appeared in our country in the 1980-1990's in Moscow and were inculcated in different kinds of educational institutions in a number of subjects of Russian Federation.

According to the information of the Minister of Department of Health T. Golikova in August 2009, the number of the disabled children in Russia was about 545 000 people, 12,2% of them live in boarding schools. The first recognized number of disabled children – 67 121. 23,6% of disabled children suffer from diseases of different organs and breaches of metabolism, 21,3% - have mental deficiency and 23,1% of children have motor breaches.

Russian tendency of high indicators of children with disabilities in the state of health is typical for Republic Bashkortostan. According to the official information in 2009, in our republic there were 13 314 disabled children. These data demonstrate the need for the creation of the environment without barriers, in the training and necessity of professional preparation of specialists whose activity will be directed to help the disabled children to get school education. Accompaniment of a child with specific needs in educational environment and inadmissibility him from social exception must become a new direction in the preparation of such specialists. It is known, social exception is a result of breaking solidarity in society, breaches in the process of socialization and professional integration.

In the 1990's the professional level of social work in lots of higher schools was introduced and the preparation of specialists in this sphere began. In the future we may expect to get a profound basis for preparation of the organization of social work among population, however, the content of social work among people with specific problems, especially with disabled children is not still assimilated. The acuteness of this problem determines the fact that there are not specialists who are capable of helping a child to adapt in the community in Russia and Republic of Bashkortostan in particular.

Consequently, nowadays the necessity in special preparation of specialists ready to work with such children appears. The formation of curriculum and official development of educational programmes for the preparation of bachelors of "Social escorting of a disabled child", in accordance with FGOS, "Social work" will be promoted filling in this gap. Hence, the complex of measures of inclusive education for the disabled children means not only technical equipment of schools, but also in the first place the preparation of specialists, educators, monitors who are acquainted with innovation technologies that may help a disabled child in an educational environment.

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## **Century of Knowledge and Information: Education in Contradictions**

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In a modern world, the role of knowledge in development of national and global economics is admitted and human mind is considered to be one of the main factors in progress of society in 21<sup>st</sup> century. The meaning of higher education is raising but lots of problems occur on the way of its development, and they require deep scientific understanding. The necessity of it is conditional on changes in the meaning of human and society in age of information.

The idea of role and place of higher education had been revised many times since first universities appeared in Europe (12-13<sup>th</sup> century). Historically, first supposed to be the idea of classical university that was aimed at preservation and transferring universal liberal knowledge, development of spirituality, introduction of cultural values that provided student with profession but life guidelines [4, p. 69]. The idea of neoclassical (new) university appeared in 19<sup>th</sup> century due to the activities of German reformers, mostly V. Humboldt. Neoclassical university considered transferring and generation of universal knowledge in the course of research work; separation from church, government bureaucracy, interests of bourgeoisie; production of spiritual values of nation and maturing a citizen. At the turn of 19-20<sup>th</sup> century higher education got mass, mostly due to establishment of American two-level university system. The increase of able-bodied population coverage supposed to lead to economic growth. However, nowadays this statement seems to be quite doubtful. So, English researcher A. Wolf showed in her paper that there is no straight connection between population coverage with higher education and wealthiness of people [6]. Indeed, the present day it's a paradox in Russia and most of countries – the more accessible higher education gets, the less professional future graduates become. Besides, one more paradox is typical for our country: the need of change to information technologies and new type of civilization, when production is science intensive and knowledge and education is the basis of progress of society, combined with the need of modernization of production that still oriented to resource economics.

The crises in educational system are evidence of its non-conformity to modern realities; it's revealed in new problems and contradictions of education in age of information. That's why education is confirmed to be a global problem by Russian sociologists (M. Gorshkov and etc.).

Modern information burst makes possible the appearance of a man so-called postmodern injury [2]. Apparently, it's impossible for individual to process huge information content and that might make one realize to be intellectual weak, cause stress and worries and even “information schizophrenia” and “injury of consciousness” as M. Epstein says. All these things substantially limit either desire, or possibility to generate new knowledge. This contradiction becomes even stronger

because of rising mismatch between progressive science and education that is much backward from it in theoretical and methodological terms. Under modern circumstances the man is far behind the mankind, and professional is far behind his field of knowledge.

The amount of information is rising and becomes more available. On the one hand and there's no doubt, it's a positive phenomenon that simplifies lots of problems. On the other hand, students more often turn to Internet resources to perform tasks, required in learning process, but mostly they don't interpret information, neither analyze it using personal experience, nor generate some new knowledge. As a rule all of it is substituted for compilation of necessary information that complicates the development of thinking and creativity. Nowadays for most of students it's important to have a diploma as a "brand of education" (Jean Baudrillard) but not the knowledge itself as a special type of world-view.

Fast obsolescence of gained professional, social, cultural knowledge and raising amount of information arise one more contradiction: traditional education, aimed mainly at transferring knowledge, cannot provide individual with competitive advantages anymore and neither qualifies society. In one of reports of the club of Rome A. King and B. Schneider noticed that "system of knowledge reached such a level of sophistication when educational system of many countries turned to be a victim of three problems: overfilling of knowledge, anarchy and inadaptability to living [3].

Functional illiteracy of people came as a result of information burst and suddenly increased social dynamics – development and modification of technologies in industry, structural changes in economics, migration of population, and transformations of social and cultural content. "Functional illiteracy, - Zh.T. Toschenko, - is not just the lack of grounding, but of skills to write and read. There are many functionally illiterate people in Russia, according to survey" [5, p. 435]. He says that, there are about 15-33% of illiterate older people depending on profession, location and other factors. However, new wave of complete functional illiteracy is coming to the country in the beginning of 21<sup>st</sup> century. Due to expert's reports there are about two million of children now who don't attend school, neither study anywhere else. Illiteracy is a symptom of social crisis. It's a sign of upcoming disaster that can be compared with ecological catastrophe with human in the focus. [5, p. 435].

Dissolution of morals and spirituality should be considered as one more sign of upcoming disaster. That's why the system of education cannot be directed only to person's professionalization. Nowadays it's impossible to create safe and nice future without people of high moral standards, with humanist's world-view, i.e. intellectual professionals.

Acuteness of universal humanitarian problems becomes stronger all the time. It requires different interpretation of cooperation between humanitarian culture, science culture and business culture. Today knowledge, represented as the source of competitive advantages and development of economics, is capitalized more than before and that cannot help intensifying problems of poverty and stratification,

conditioned on redistribution of resources between continents, countries and people. Inevitably it influences on increase of other risks.

There are new challenges are issued for education today related to changing of content and nature of education rather than transformation of its organizational forms. In conditions of accelerated development of processes which are typical for informational and anthropogenic civilization the need of life-long learning comes to the foreground as new interpretation of knowledge, ability to take into account ways of its applications, and the most important is to have a skill in handling scientific methods of extracting and generating new knowledge. It turns to be more necessary now than in the past to use new teaching methods, practical trainings and means of grasp knowledge. Meaning of humanity, humanization and fundamentalism of education is increasing constantly, developing man's humanitarian world-view as the basis for realization of his human potential, understanding his nature and place in this world, abilities to self-development, stated forms of living, self-reproduction and production of social environment. General scholarship, vision of changing world, talent to handle philosophical categories – all these things form “intellectual bravery” of students and power not to be afraid of any cognitive problems and contradictions. There's something else important, A. Einstein wrote: “I believe in intuition and inspiration. Sometimes I feel that I am on the right way, but cannot explain my confidence. When in 1919 solar eclipse proved my guess, I wasn't surprised at all. I would have been amazed if it hadn't happened. Imagination is more important than knowledge because knowledge is limited and imagination is the source of evolution; it stimulates progress and embraces everything” [1, p.142]. In real constantly developing social life, there are much more contradictions in education. The learning of them and search for ways of solving is the task of sociologists but also for specialists of related sciences.

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