

Education Quality as the Modern Technogenic Society Most Important Characteristic

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Abstract—There is considered the education quality concept, as well as its importance in terms of the world socio-technological development. In modern society, a person's level of education, his/her professional competence and personal growth play an increasingly important role. Due to the increase in these characteristics, a modern person has more opportunities to improve the conditions and quality of their life. There is carried out the analysis of modern postindustrial education and the education in the industrial period of the society development. The methodology is based on a systematic socio-natural approach, grounded in the scientists' works of the scientific and philosophical school of the world socio-technological development. According to this approach, from the philosophical point of view, we consider the social (including educational) processes in relation to natural ones. Transformations in the modern globalizing society are reflected only by social and natural life spheres. Therefore, teaching the younger generation, it is necessary to acquaint it with the transformation processes in the modern world for understanding the need for sustainable development to become a real embodiment at all stages of the future specialist's professional activity. The specialist should be guided by principles focused not only on practical results and technical improvement, but also on preserving biosphere life in general.

Keywords—*technogenic society; quality of education; educational process; vital activity; postindustrial world.*

I. INTRODUCTION

The problem related to providing services, including educational ones, has always been of particular importance. Its aggravation is directly related to global changes characterizing both the modern society vital activity and the whole education system. So, G.B. Stepanova notes that in connection with accelerating scientific and technical progress new requirements are imposed to human [15, p. 217]. They are related to accelerating life-activity in general and have an impact on all its areas, which obliges people "to keep up with the times" to remain a full member of the community. As V.S. Grehnev fairly notes, "education is one of the fundamental values of people's social development" [9, p. 21]. Education is closely linked to the livelihoods of society and has a significant impact on its transformation. This determines the relevance of the question. Improving the quality of life and education is of paramount importance in today's world.

Within the framework of the scientific and philosophical school of the world social and technological development there has been conducted research for many years based on a systematic socio-natural approach developed by scientists of this

school. The research deals with various threats and risks related to the world and life technologization. The issue raised in this paper is directly related to the risk to which there may be exposed the future sustainable development of the future generations. The training of young specialists should be aimed at forming, in addition to their professionally important qualities, responsibility for the world around them and the biosphere. If this issue is ignored, the rapid development of the world and society can be threatened, which can lead to irreversible consequences for the biosphere.

The work examines the concept of education quality, as well as the analysis of its significance in the modern world and the impact on the community vital activity. Whereas earlier the country natural resources played a significant role, giving some countries comparative advantages in the system of world economic relations, now there is highlighted the level of human resources development – knowledge, creativity, skill in the broad sense. As A.M. Novikov correctly notes "a society dominated by intellectual workers, imposes new and more stringent requirements on the people's social activities and social responsibility." They also raised the issue that in the modern era there must be rethought the meaning of "educated person" [11, p. 37]. Already in the coming decades, when the world community faces many new, previously unknown, but acute problems, the role of knowledge and creativity immeasurably increase, without which the problems cannot be solved. And as S.D. Bodrunov rightly notes, "new challenges must find adequate reflection in the education system" [1, p. 5]. In the foreground of the historical scene there will be those countries that will be able to provide a higher level of people's education, upbringing and professionalism in all its manifestations.

The use of the socio-natural method, which includes considering social transformations in the conditions of planetary socio-technogenic changes made it possible to consider the problem importance. This approach was based on the scholars of the scientific and philosophical school of the world social and technological development [20]. It implies philosophical comprehension of natural and social transformations in modern conditions, including, education. A significant contribution to the education peculiarities study in the modern industrial society has been made by many scientists such as V.S. Grehnev, E.S. Demidenko, E.A. Dergacheva, I.V. Ilyin, V.L. Inozemtsev, A.M. Novikov, N.V. Popkov, A.D. Ursul and many others. Their works contain many aspects of modern education, related both to the educational process and the reflection of its results in the field of material and spiritual production.

II. QUALITY OF EDUCATION AND ITS IMPORTANCE IN THE MODERN WORLD

In the modern world education, its level and quality play a very important role, [2]. Education is a powerful factor of development, which allows the world community to cross new technological frontiers [16, p. 11]. With developing technogenic (industrial and turning to post-industrial) society, both socially and technologically, there is a demand for qualified specialists who are able not only to carry out mechanical activities, but also to qualitatively manage, be engaged in scientific activities and develop the economy. In the dictionary of agreed terms and definitions in the field of education of the Commonwealth of Independent States members, the concept of "education quality" is interpreted as education compliance to existing standards, norms, socio-economic requirements, interests of the individual, society and the state [8, p. 88]. Thus, it can be noted that the quality of education is a certain level of knowledge, skills and abilities that graduates should achieve in accordance with the education and training planned objectives to become useful to society.

Each subject, is directly or indirectly involved in the educational process, is interested in ensuring (obtaining) the proper quality of education [5, 6]. But this phenomenon is not seen by all subjects in the same way. Thus, parents can view education as the development of their children's individual qualities. Teachers can understand it as a well-designed and well-implemented work plan. Potential employers link the education quality with the knowledge, skills and abilities that graduates acquire.

The importance of education lies in the fact that this social sphere not only trains qualified personnel to ensure the harmonious existence of society, but also forms its intellectual, cultural, ethical and spiritual potential. The content of education and its orientation reflect educational programs and standards. According to the Federal law № 273 of December 29, 2012 "education act in the Russian Federation", "the educational program is a set of basic characteristics of education (volume, content, planned results), organizational and pedagogical conditions and in the cases provided by the Federal law, forms of certification, which is presented in the form of a curriculum, schedule, work programs of training subjects, courses, disciplines (modules), other components, as well as assessment and methodological materials" [19]. As E.U. Stankevich rightly points out, "at the Federal level, improving education quality management is one of the most important directions the Russian education system reforming" [14]. The education quality is determined, first of all, by the knowledge carrier's quality (teachers, teaching staff), who transfers this knowledge to students with the help of various techniques [12].

Forming industrial society stimulated the establishment and maintenance of a strong link between education and profession. On the basis of this, there was the increase in the number of secondary schools, technical and pedagogical schools and universities. Obtaining a professional diploma gave an opportunity for the student's social and professional growth, which, in turn, stimulated a significant demand for places in technical schools, colleges and universities. Based on this, there was an active education popularization in the industrial society. In the mod-

ern world, in the context of the society technocratization and the production automation there are increasingly valued the specialists with the education high level and quality. According to V.S. Senashenko, improving the quality of training specialists is of crucial importance, since it is aimed at producing highly qualified personnel who demonstrate maximum efficiency in the course of their work [13, p. 41]. A person with a high level of education is able to be more in demand, especially if the education is constantly being improved.

In the context of industrial society, the vast majority of people are guided by utilitarian incentives that are generated by the necessity to meet material needs [7]. But with the improving material well-being, these needs go to the background. A person who is wealthy prefers to work for a lower salary if his/her work in the workplace allows him/her to maximize his/her abilities, not to perform monotonous routine functions, to make permanent decisions and to count on further professional and cultural growth.

The result of the scientific and technological revolution is producing variable technical means of work, as well as emerging various information and production technologies. So, V.P. Taranov notes that the educational system does not keep pace with the needs of life and many promising areas of the society life have not been provided with qualified workers for a long time" [17, p. 8]. Thus, there is a need for continuous acquisition of new knowledge and, accordingly, their application in professional activity. Continuing education is becoming a real necessity in the modern world.

In the modern postindustrial world, the main development resource is the person himself, namely the level of his education and professional competence, social and personal qualities. According to I.V. Ilyin and A.D. Ursul's fair opinion, "increasing people's level of education and culture will be a critical tool that can make our future development safe and sustainable" [10, p. 227]. High technologies, including complex technical objects and differing in qualitative science, become an integral part of human activity [3]. However, considering that the most difficult of all objects is the person, preparing an educated, highly skilled and competitive expert is the most science-intensive process. It is also of great importance that a specialist would have responsibility to the biosphere world and humanity for the consequences of their activities, in the process of improving the technical systems and spreading the technosphere.

The government of the Russian Federation's plan of action in the field of social policy and the economy is being implemented in the main normative legal documents in the field of education. Thus, the objective of the "Concept of the Federal target program of education development for 2016-2020" is "forming a flexible and diverse education system that will meet the requirements of the labour market and the innovation economy needs – both in terms of educational programs, and in terms of conditions, material and technical equipment of the learning process, and making education kinds and levels in a single mechanism of a modern, competitive education, acting as the basis of a person's formation" [18]. Thus, on the basis of the state strategy, the education modernisation aimed at improving the educational system will be implemented.

The education quality in the modern world is not just an absolute value, but an opportunity to solve the society problems. It is one of the most important characteristics that determine educational institutions competitiveness. There are formed new notions on what the education quality is, and what it gives to the person who graduated from the institution, in terms of practical benefit. Nowadays, in modern realities, the task of education is to form such competencies as communication skills, learning ability, creativity, ability to work in a team. These qualities contribute to the graduates' personal and professional growth. As E.S. Demidenko and E.A. Dergacheva rightly note, in the modern postindustrial world the importance of highly qualified intellectual activity grows, the increase of which efficiency is achieved due to developing information technologies. The authors emphasize that "the main sources of profits are ideas, not material and labor resources" [4]. Thus, it can be noted that the sphere of services (high-tech, educational, social) in the industrial society takes a leading place.

III. CONCLUSION

Modern education is undergoing various qualitative transformations. In the post-industrial epoch it requires not just high qualification and professional mobility. Great accumulation of knowledge, active development of science and technology increase significantly the requirements for modern man's level of education and professional community. The number of workers employed in the field of intellectual work is increasing, and the proportion of workers engaged in physical work is decreasing, which leads to a general change in the content of the work itself as carriers of unique knowledge and experience in any field of general production have the opportunity to apply for higher earnings. The education quality is important, as it directly affects the education effectiveness, the demand for graduates, as well as, subsequently, their self-realization and vitality in general.

The education quality is not simply the training of highly qualified specialists throughout life, but also familiarity with the modern world processes and problems. It is very important that in their activities they were guided not only by utilitarian interests, but also by the interests of preserving biosphere life.

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