

The Status of the Russian Education System: The Modernization of Human Resource

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Abstract. In this article, the authors are going to examine the contemporary status of human resources in Russia. The essential approaches to the education system's quality will be analyzed. The main problems of the educational domain will be revealed, as well as the ways of its abolition and human resource development.

1. Introduction

Today's world events confirm that classic factors of production like working or natural resources do not provide us anymore with the necessary pace of economic growth, which works for the country's economic development and governmental security. The digital economy provokes drastic changes in the technological basis of public production. Nowadays there is a human resource which takes a significant place, defines the structure of the national economy and becomes the limiting factor for the country's concurrency within the world's economy.

To find solutions to the problems of national economic development it is necessary to have profound knowledge in information technologies and in intellectual resource management. Therefore, today the issue on the effective system of knowledge reproduction in the school sphere is crucial.

It has been recently observed the overall stabilization of the Russian population; however, there is still the tendency to the diminution of the working population. According to Rosstat data in 2018 the level of employment was 52%. But in 2025 the working population in Russia will probably decrease for more than 10 million people.

The significance of education is increasing as a major factor of economy and society. Its role is constantly growing with the reinforcement of the human resource influence. In today's Russia, the education is inevitably linked with the science. The education is becoming the important factor of country's prosperity and welfare [Bordovsky G.A., 2004].

Deep crisis in the 90s has stopped the positive development in the education sphere. The government has significantly reduced the state investments in this domain, which has led to the education collapse because it had to provide itself with necessary resources to stay alive without paying attention to needs of the working market. Nowadays it is obvious that education cannot survive separately from the social needs [Gevorkyan E.N., 2005].

The existent education system is standing behind the process in the society. Meanwhile, the school does not have a possibility to give students indispensable for the XXI century skills, like informatics, foreign languages and basic social studies (economics and law). The higher and secondary education is not ready to eliminate the absence of the qualified staff. But despite this dangerous lack, the majority of graduates cannot find a job. Today the massive economic stratification of the society takes

place, the disadvantages of the education system are escalating with the access to the good education, which depends on the family income. Today educational institutes are provided with governmental financial support only on 25-40%. In higher education this rate could be partially accomplished by paying services, while schools are deprived from this possibility [Gevorkyan E.N., 2004]. The actual under-financing of educational institutions is about 50-60%.

Nowadays there should be specific measures to be enterprised in order to change the governmental attitude to the education. It is necessary to increase the financial support of the educational domain and to create a favorable ambiance for the workers of this field. According to international studies, there should be GDP with the rate of 5-7% to achieve the positive effect in the education system. The governmental role is seen in the creating of the resource attractiveness in order to increase non-governmental investments to the rate of 2,5 % GDP. Nevertheless, to provide good activity in the educational sphere it is indispensable to analyze the working market and the ranking of educational institutions [Bratishev I.M., Makaryan A.S., 2003].

To achieve new quality of the Russian education system it is necessary to engage with its modernization which should respond to the contemporary needs of the country.

According to Gevorkian studies, there are several approaches to define the education quality [Gevorkyan E.N., 2005]. These are: systematic approach when the educational process is considered as a system. This approach allows to structure rates in aspects of the inner and external ambiance in the educational institutes which simplifies the process of the statistical analysis.

Institutional approach allows to investigate the content of the higher education quality.

Sociological approach engages with the intellectual potential as social phenomenon which develops and exists in specific socio-cultural conditions. This includes the intellectual potential of the personality and that of the society. The last one exists in 3 forms:

- Subjective – as characteristics of individuals with their knowledge, skills, art;
- Objective – as consciously received results of human activity and involving of the new generation to the new level of human development;
- as the way of interpersonal interconnections, links and relations [Gevorkyan E.N., 2005].

First of all, there should be either contradiction or correspondence between both subjective and objective forms. In the contemporary Russian society, their interrelations are characterized only as the contradiction or the very significant difference. Secondly, interpersonal relations show that the intellectual potential is connected with that of the society. Secondary, higher education, employment, additional education are the forms of the establishment of the new social liaisons, especially for those who aim to enter universities in order to get the necessary education and to promote their social status [Gevorkyan E.N., 2005].

If we imagine the higher education quality as the indicator of accumulation of the intellectual potential of the society, we will see that this indicator also shows the contradiction of the above-mentioned subjective and objective sides. There are various definitions of the higher education quality, we could use the one given by A. Chuchalin and I. Gerasimchuk: “quality is the degree of correspondence of the education level to the requirements of the educational standard”. One of the criteria to prepare a professional employee is the level of requirements according to the usual standard and program. If programs correspond more to the requirements of foreign universities and not to the demands of employers, it shows the dysfunction of the higher education [Gubarev V.V., 2002].

The higher education quality reveals also the accomplishment of social functions in the education system. It is necessary to link the higher education quality with the society [Gevorkyan E.N., 2005].

One of the vectors for the Russia’s development is the education system. Hence, the main resource for each state should become human resource which constitutes 70-80% of the national richness in developed countries where investments to the education sphere are considered as potentially beneficial. The Prestige of the education in Russia is merely high, more than 50 million are involved in the education sphere, i.e. every third in Russia is studying. Such activeness of the population, especially youth, is connected with hopes for the social status promotion, which corresponds to the national interests in this sphere. However, not everyone can take advantage from such possibilities,

especially youth coming from villages (despite the fact that two thirds of schools in Russia are schools in villages) [Gevorkyan E.N., 2005].

It is to note that the education in Russia has already been stratified in prestigious, higher, secondary and low levels. Two first categories are becoming more and more inaccessible for the majority of the population, including youth coming from small towns and villages. It has been recently discovered some positive rates of reforming tendencies in Russian economy and social sphere. Nevertheless, the Russian village is still being in crisis [Grebnev L., 2005].

The problem on the controlling of the education quality is provoked by high dynamics of the processes in the education sphere. The conceptual quality of the education includes the quality of the professional as a person, the quality of education management, the quality of education technologies [Sadovnichy V.A., Belokurov V.V., Sushko V.G., 1995].

The quality system should provide the quality demanded by the employer.

The basics of the functioning should lie in key principles of quality management, defined by ISO series 9000 version 2000. These principles are based on the conception TQM (Total Quality Management) and in its basis: the authority leadership, the focus on customer, beneficial relations, effective management, continuous perfecting, etc. On the basis of analysis of the experience in Russian and foreign universities there were revealed most important factors of success, like team job, the focus on the customer and on the management of education processes.

The higher education institutes need to position themselves as an enterprise in order to achieve the perfect quality of all products and services. Preferences and choices of customers to one or another university are based on the innovating processes in education, the guaranty of quality, flexibility of the authorities.

New economic and social conditions have established new priorities to the Russian education which revealed its crisis condition. The roots of this situation are the following. Firstly, the absence of the precise strategy in education. Secondly, the reduction of governmental investments to the education sphere. As a result, the goal of the UNESCO to give everyone the opportunity to get good education becomes problematic for Russia. Under-financing of educational institutions leads to the bad technical provision which does not correspond to the contemporary world's demands and also to the poverty of professors. The changes are in the very attitude of students to the education. It has become extremely formalized. The reasons of such changes are different. One of them is based on the irrelevance of professionals and their skills. Besides, it is usual in Russia when well-being is not really connected with deep knowledge in one or another sphere. To a large extent the educated man is not just a person who has specific skills and knowledge (which can be acquired in the practical work), the educated man is person who possesses deep knowledge and general culture, who is able to transform his knowledge into new activities.

The education of the person is expressed in the ability of revealing the private in the general, in the flexibility of mind, in the tolerance, in the ability to study and desire to develop [Volynkina M.V., 2004].

2. Conclusions

Based on the above-mentioned information it is possible to make several suggestions:

1. During the formation of the governmental budget and politics in general the focus should be on the development of human resource (education, science, health and culture).
2. The state migration politics should work for the increase of the employable population by helping Russian citizens to move back from foreign countries.
3. The introduction of the progressive scale for the income-tax will help to overcome the social stratification.
4. It is necessary to increase costs on the education and science. It is indispensable to make supplementary funds of financing for the creation of new technological basis and for the income increase for employees of the scientific and educational spheres.

5. We need to improve the financial infrastructure in order to attract individual investments which should create in the future additional source of financing the national economy.

Key notions of the educational politics in contemporary Russia should become accessibility, quality and effectiveness.

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