

PLENARY REPORTS

UNIVERSITY AS A SUBJECT OF DEVELOPMENT AND REPRODUCTION OF HUMAN CAPITAL IN THE REGION

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Studies of reproduction of human capital as a leading resource of social production will inevitably lead us to problems of development of a regional system of continuous education of highly qualified specialists. It is not an accident. Over the past two decades, the system of national education has become an element of the Bologna process, market institutions started their functioning. These changes resulted not only in new opportunities but also in new challenges for the regional organization of continuing professional education. These problems result from both its content and the complexity of the modern regions development when market management conditions significantly change the economic structure of the territories, and achievements of previous years do not meet the new economic challenges. All this determines the urgency to address the problems associated with participation of the university as part of a regional system of continuous education in the development and reproduction of the human capital in a given territory.

It is almost impossible in the summary report to cover all aspects of the raised problem, so we will focus on the consideration of three positions that involve: (1) the interaction between institutions of continuing education and industrial enterprises; (2) increase in specific weight of humanitarian subject matter in the development and reproduction of the human capital; (3) the need to strengthen in these processes not only European, but also Eurasian component.

Development of the system of continuing professional education and actual production is implicitly associated with the strengthening of their profound interaction in the process of reproduction of the human capital of the region. We believe that for implementation of this dominant is necessary to start from a prospective strategy of transition of the domestic economy to an innovative type of development. It provides for the formation of the mechanisms by which the Russian education system

and other subsystems of an innovative research facility of the country will be fully integrated into the process of creation and reproduction of science-intensive industrial structure, based not only on the accumulation of real capital, but also on investment in the expanded reproduction of intellectual human capital. For such inclusion in the system of social reproduction, university as a subject of continuing professional education should determine for itself the strategic areas of its activity, strengthen links with commercial and industrial structures in the region, with capital markets, to take into account the possibility of innovative investment by business structures to improve continuing professional education, as well as with units of the administrative system of the region, with its innovative infrastructure, etc., to become a full-fledged “actor” of the competitive innovations market not only at the level of a specific area, but also the country as a whole. This will allow the university to effectively promote new scientific information as a resource for the regional production development; to participate in the integration of its technical and organizational environment; in the development of the intellectual potential of social production in the region, thereby perform an integrating function. On the one hand, the implementation of these functions allows the university to increase the efficiency of development and reproduction of human capital, to adapt continuing education institutions to the changing social and economic environment, and on the other hand – the very socio-economic environment under the influence of scientific innovations will more quickly adapt to changing needs and interests of the system of continuing professional education.

In this mutual evolution, interests of both continuing education institutes and industrial enterprises and organizations of the region in the area of development and reproduction of human capital will be able to crystallize more clearly. During the integration of education and production structures opportunities arise, on the one hand, in the field of establishment of new educational product, and on the other hand – in the sphere of attraction to enterprises and other organizations of the human capital of different quality, enabling them to realize strategic and tactical objectives of their development conditioned by the market and economic situation market conditions. In other words, the basic nature of the university activity of the continuing education development in the region is objectively determined by the needs of market structures in the human capital of the relevant qualification and professional quality that embodies a wide and fundamental range of post-industrial knowledge, skills, experience and special competence

in the field of the independent creative search, rapid adaptation to advances in modern production, in the severe labour market etc.

The current organization of continuing education in modern conditions objectively evolves from dominance of the excessive manufacturability to the increasing spread of humanitarian approach. Strengthening humanitarian dominants in continuing professional education, in development and reproduction of human capital occurs in different directions. This involves development and promotion of active creative search of professionals included in the system of continuing education as participants; formation of their different cultural and education needs, taking into account their social, demographic and psycho-logical characteristics; the creation of conditions for their self-realization, to generate value and ideological orientations that help students adapt to the rapidly changing socium; development of deep and adequate understanding of the nature of modern socio-historical processes; overcoming the psychological barriers in communication with other people; strengthening their adequate professional self-appraisal, positive self-concept; assistance in understanding the prospects for their further professional and qualification, competence growth.

Therefore, strengthening the humanitarian component in the development and reproduction of human capital is implicitly connected with recognition of the importance of education for its social and professional activities; with “awarding” of competences in the field of its projecting and forecasting; given the constant renewal of its content, etc. In this situation, the most important problem of continuing professional education becomes effective implementation in educational practice of integrated natural-technological and humanitarian approaches to training of highly qualified specialists, involvement of interdisciplinary trained professors and teachers capable of performing this task. This is an important applied aspect of humanitarian approach. It provides an opportunity to combine didactic and methodological requirements related to the formation of professional knowledge, skills and competencies of students into a single culturological, economic and professional complex; form a single terminological space of cultural, social, psychological and professional views; maximum efficiently and multidimensionally disclose their labour potential in the workplace; to show them, as subjects of real production, the essential layers of their socio-economic relations, as well as various aspects of development of value and cultural constants of modern production.

Increasing relevance of humanitarian components in continuous professional education means the following: training is ever more based

on workers “understanding” of their production activities, not on narrowly submitted special knowledge, abilities and skills. This “understanding” suggests that in the process of lifelong learning awareness of new meanings and new value measurements of labor relations system and the results of the real production process is being formed in experts. Their professional training is now summarized not in orientation to “contribution”, but in orientation — to “result”. Orientation of expert to “result” means that he focuses on the professional and labor achievements; activities are founded on the implementation of agreed collective goals, on a creative, flexible and situational basis; control and remuneration of labor is carried out by actually achieved progress. These elements are indispensable substance, the essence and the “nerve” of modern development and reproduction of human capital. at the same time, it is also clear that in production and post-graduate education practice there is no comprehensive understanding of effective ways of development and reproduction of such system of human capital qualities. One thing is clear: for organic, effective involvement of the humanitarian approach to the process of forming the subjects of continuing education it is necessary to learn to build dialogic educational tools of their personal development.

In this sense, humanitarization of continuing education can be seen as an instrument for shaping modern universal personality, development and reproduction of human capital. Here the priority importance is given to development of lifelong education, not only within the horizon of a particular profession, but also in the horizon of the individual, through personalization, “individualization” and “uniqueness” of feelings and relationships occurring to the expert — the bearer of human capital involved in education sphere of life.

Humanitarian aspect of continuing education is important in the andragogical sense. It compels, motivates professors and teachers employed in the system of continuing education to build the entire learning process on the basis of the dialogue (and polylogue) with its mature, adult listeners as well as to give up presenting them definite established truths, strengthen education effect by mutual crossing of subjective worlds of all participants of the educational process. Here humanitarian approach allows to reproduce in the course of postgraduate education of the adult population the fundamental conditions and prerequisites for the formation of their need and interest to live in the horizon of the *individual — profession — civil self-identity* and thereby comply with the maximum possible and understandable meaning of the term “human capital.”

It follows that the organization of continuing professional education must include clear picture of the value constants, which are formed as multidimensional — culturalological, sociological and pedagogical — phenomena. The whole process of continuing professional education should conceptually and methodically ensure the formation of these relationships as a purposeful movement by certain algorithmic chain: from positioning of goals, objectives and ideals — through their verbalization and the actual alignment of the relationship between themselves and the audience — to consolidation of all positive results and correction of negative value connotations. Finally, on this basis, we can try to form a new “progressive” professional and value orientation of our audience as a special progressive characteristic of development and reproduction of their human capital.

In present-day conditions, the development and reproduction of the human capital of different Russian regions is intrinsically linked to the need to strengthen not only European, but also Eurasian component. This is due to the global, external and internal circumstances of social development of our country. European dominant is directly related to the involvement of higher school in European integration processes. Its institutions and universities more and more train specialists capable of working in complex conditions of modern European civil society. These professionals are interested in becoming a media professional culture, which corresponds to the modern information society and the knowledge economy, the most common in Western Europe. These professionals are interested in becoming bearers of professional culture, which corresponds to the modern information society and the knowledge economy, mostly spread in Western Europe. All of this is organically based on the corresponding system of values and creative potential of domestic experts — the bearers of the modern human capital: in this sense, our society is open to the Western system of values, and reproduction and formation of the Western system of value relations and world outlook of Russian people, especially labor and production culture, has become an important tool for their continuing development and reproduction of their human capital. The latter factor contributes to the formation in continuing professional education of personality of the new century. It includes standards for the training of professionals who are able to live and work in the single European civil society.

From the “inside” of social changes in the production and civilian life of Russia, inclusion of the “*European component*” is due to satisfaction of our social need for changes of many types of professional activities; real

interest in improving public culture-centricity of modern Russian social production; with the transformation of the modern Russian specialists into innovators, creators of intensive technologies, capable to foresee the future development of their profession, technology and techniques, to represent vectors of contemporary social transformations.

In this case, the preparation and reproduction of the human capital of the society and of the separate regions we ever more have to consider ideological and cultural-historic shifts of social consciousness in the modern Russian society. The key point here, if we take the system of continuing professional education, is the ability of the professional and teaching corps to focus their efforts on shaping specific social positions and feelings of their listeners: from perception of themselves as inhabitants of Europe, up to the feeling that they are citizens of Russia in its broadest Eurasian understanding. With this organization of continuing professional education as a tool for development and reproduction of human capital, it is necessary to arrange adequate spatio-temporal coordinates of the national culture development for its subjects, to instill in them a sense and understanding of its “global responsiveness” (F. M. Dostoevsky). Against this background the system of continuing professional education faces the task of creating and testing effective mechanisms to improve its effectiveness, including new cultural units of state educational standards that facilitate preservation and, most importantly, permanent advanced reproduction of a single thesaurus of Eurasian culture, understandable to both native Russians, and migrants who arrived in our country from the neighboring CIS countries. This is quite relevant, on the one hand, because at present the number of migrants has increased markedly. Recent studies of E.V. Gurchenkov showed that the educational needs of many ethnic communities living in Moscow (Azerbaijani, Bashkirs, Belorussians, Koreans, Tatars) in 67 – 75% of cases are not satisfied [2, p. 135]. On the other hand, our new generations, future professionals with higher education, know little about native representatives of science and culture. According to data from Institute of Sociology of the Russian Academy of Sciences, outside of conscious perception of the modern youth, who study in humanities or technical higher education institutions, are left such names and phenomena as “Ivan the Terrible”, “Andrei Rublev”, “War and Peace”, “And Quiet Flows the Don”. They do not know many of domestic scholars, representatives of engineering and humanities thought: M. Eisenstein – 74% of respondents; Z. Alferov – 72%; D. Likhachov – 67%; S. Korolev – 49% [1, p. 312 - 319]. It is noteworthy

that sociologists at Institute of Sociology of the Russian Academy of Sciences, included in the list of persons eleven foreign figures (West Europeans), but have ignored prominent Belarusians, Ukrainians and other representatives of the peoples of the former Soviet state. This once again underlines our weak involvement in the long and very recent common national history of Russian-Eurasian, in its historical aspiration, state. In our view, all this essentially impoverishes fund of values, meanings and symbols needed for the development and full reproduction of the human capital involved in the various organizations of domestic production, reduces the quality of professional education in the field of transmission of historically deep domestic I - and we - images that express the cultural horizon of personal identity of modern Russians to students and listeners of post-graduate retraining. This, in our opinion, is not conducive to development of their proper scale in assessment of the culture phenomena in general.

We believe that institutions of continuing professional education as a tool for development and reproduction of human capital could quite successfully, along with new European values and meanings of life, explicate for the highly skilled professionals new system of symbol-names that reflect the achievements of all the peoples of Eurasia. Currently, the standards of continuing professional education (in different directions in different proportions), targeting the educational institutions to improve the quality of development and reproduction of the human capital it is necessary to form education tools for the formation of multi-dimensional cultural-historic consciousness of highly qualified professionals, to restore (and for some citizens to establish for the first time) the lost link of times, to recreate (and for many young professionals to create for the first time) value-semantic integrity of “symbol-names”, which embodied the history of our in the past common fatherland.

The author makes the following conclusions.

Firstly, global processes taking place in the international community and in the education sector have a direct impact on the changes in the Russian continuing professional education. They determine the main directions of development and reproduction of the human capital of our society, including its separate regions. In that regard, the development of concepts for improvement of continuing professional education and reproduction of human capital at the regional level, at the whole society level, requires more full consideration of our ability to interact with European and Asian countries, especially members of a

single customs union, in the field of development of common standards of improvement and reproduction of their human capital.

Secondly, it is necessary to have clear understanding of the fact that not only formation of the system of continuing professional education is important. Its meaning and objectives of its activities are to provide a new type of development and reproduction of human capital. In terms of content it is associated with the provision of conditions for replacement of the ordinary engineer, manager or teacher, with highly qualified specialists — the bearers of a new culture, who are able to constantly make positive high-performance multi-dimensionally conscious and multi-considered from human, social and economic point of view changes in production. That is, to be consonant with the spirit of modern productive and successful production teams, firms and organizations. These professionals — bearers of the new human capital — should be able to: motivate, by the example of their “practice”, their colleagues to act not only in their own self-interest, but also for the benefit of the whole team; to form a system of relationship based on the mutual trust; to take responsibility; to develop their own creative potential and help colleagues to improve theirs creative potential.

Thirdly. In the near future, to enhance the efficiency of continuing professional education as a subsystem of development and reproduction of the human capital, it is necessary to: reconsider the principles of its organization and management; its software and technological support; consider new directions of cooperation and prospects for creative collaboration in the field of continuing professional education among various production entities of the region. This will have a positive impact on the multi-faceted processes of improvement of regional system of continuing professional education. The results of these processes will have effective reverse impact on the processes of development and reproduction of the human capital of industrial enterprises and organizations.

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Translated from Russian by M.N. Nepachatykh