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The modern pedagogical education in the context of socio-philosophical studies

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Abstract

At the present stage of the society development, education should become the central link of systemic changes in the sociocultural, economic and political life of society. Obviously, the qualitative characteristics of the education system must change and, first of all, its pedagogical characteristics. Analysis of social and philosophical studies of recent years on the problems of modern pedagogical education has made it possible to identify the number of essential characteristics that determine the quality of education in a post-industrial society: continuity, integrativity, standardization, democratization and regionalization of education.

This article presents practical experience in organizing educational activities that meet the requirements of the time at the Tomsk State Pedagogical University.

Keywords: Pedagogical education, qualitative education, socio-philosophical studies;

1. Introduction

At the end of the 20th century, there was formed a philosophical trend whose supporters consider "the institution of education as the main potential source of managed social transformation capable of preventing a catastrophic outcome of the civilizational crisis"[4].

The author of the article cited entitles this trend as an "educationcentrism". If we compare this concept with the similar ones (egocentrism, heliocentrism, anthropocentrism, etc.) it becomes obvious: education as a social institution should become the central link of systemic changes in the sociocultural, economic and political life of the society.

The modernization of the educational system is called "the basis for dynamic economic growth and social development of society, a factor in the well-being of citizens and the security of the country" in the Concept of Long-Term Social and Economic Development of the Russian Federation for the period until 2020.

The qualitative education, in accordance with the Concept, is "one of the most important vital values of citizens, a decisive factor of social justice and political stability"[3].

However, in order to provide the required level of the quality, the education system - and first and foremost, the pedagogical system - must change themselves.

The main features of the post-industrial (information) society have been formed by the beginning of the XXI century [1,5].

Characterizing the post-industrial society, D. Bell emphasizes that its main value is the theoretical knowledge, and the main structure is the university, as the place of their production and accumulation. It is the need for production (rather than preservation and transference) of knowledge that, in our opinion, is conditioned by the transition to a new education paradigm, based on the relation to a man simultaneously as both a phenomenon and a creator of culture.

2. The analysis of the study

The question of the role and quality of education in post-industrial society is widely discussed in philosophy, pedagogy and psychology. The philosophical and methodological aspect of the problem of the development of education in general, including vocational education, has been the subject of consideration in the works of such authors as V.S. Bibler, B.S. Gershunsky, V.V. Davydov, D.B. Elkonin, E.V. Ilyenkov, A.T. Moskalenko and others. The sociological aspect of the problem is covered in the works of S.I. Grigorieva, Yu.R. Vishnevsky, M. Ilchekov, N.A. Matveeva and others.

Questions related to the psychological component of the new educational paradigm are the work of A.S. Arsentieva, M.N. Grigorieva, V.V. Davydova, V.P. Zinchenko, R.S. Nemova, etc.. Studies of the fundamental foundations of the content of education were undertaken by A.M. Arsen'ev, G.N. Volkov, V.S. Lednev, I. Ya. Lerner, V.V. Kraevskii, M.N. Skatkin, C. G. Shapovalenko et al. V.V. Davydov, L.N. Zankov, M.I. Makhmutov, Y.A. Ponomarev, and others developed various models of developmental learning. V. Bestuzhev-Lada, A. Peccei, V. I. Suprun, O. Toffler, and others record the role of vocational education for the prospects of the development of the society of the 21st century.

Finally, a number of papers are devoted to the analysis of the strategy for the development of domestic vocational education (V.S. Volkov, B.S. Gershunsky, S.V. Prokopenko, A.K. Chernenko, R.V. Shakirov, and others).

Analysis of social and philosophical studies of recent years on the problems of modern pedagogical education (A.Popov, Leon Benade, Mark Jackson, Mark Bray, Marina Manzon, Ken Robinson, etc.) made it possible to identify a number of essential characteristics that determine the quality of education in a postindustrial society: continuity, integrativity, standardization, democratization and regionalization of education [2].

This article presents practical experience in organizing educational activities that meet the requirements of the time.

Thus, "Center for Children and Youth Tourism" (CCYT TSPU) based on Tomsk State Pedagogical University has been carrying out its activities since December 2012.

Today, pedagogical activity has broader tasks. In particular, pedagogy distinguishes such areas as animation pedagogy, pedagogical management and marketing, relaxing pedagogy and psychology and inclusive pedagogy. At the same time, all these aspects are perfectly combined with the tasks that are in the sphere of social and cultural services and tourism, which today lacks integration with these pedagogical directions.

Therefore, the center of children's and youth tourism in the long term can significantly enrich the pedagogical process with its scientific developments and make changes in pedagogy in accordance with the demands of the market. Tourism, as a multifaceted phenomenon, can and should be directed towards the education, upbringing and creative development of the child's personality.

In this way, the "Center for Children and Youth Tourism" TSPU realizes such essential characteristics of modern education as regionalization and integrativity.

The rendering of services, including in the field of tourism, is oriented towards the needs of the region. Thus, the Center's activities are aimed at the development of cognitive abilities in children and youth; expansion of the outlook in the field of history, culture, ethnography, the economy of the region, nature and natural resources; the education of patriotism, morality and love for one's native land in accordance with the specifics of the region.

Integrity is manifested in the unification of the activities of the center of education and tourism, and through tourism activities it allows to carry out the educational tasks facing school.

One of the levels is the integration of various subjects of educational activity.

There is a unification of efforts of students and teachers-staff of "Center for Children and Youth Tourism".

Through the interaction, resources are optimized. For successful activity of students and their inclusion in various business processes, practical experience is required, which is obtained through the passage of practices at the Center. Students develop assignments for various activities, conduct quests, Olympiads, communicate with children and learn how to work with them.

There is traced the integration in the field of programs: the introduction in the educational process of visualization of curricula in various school subjects.

Similarly, by combining the economy, geography, ecology and tourism, the interconnection of all these spheres and the need for a comprehensive study and consideration of the system from interaction are shown.

Another example of presenting practical experience in organizing educational activities corresponding to the requirements of the time is the educational project "Open Pedagogical Class", developed by the Center for Innovations in Education of the Tomsk State Pedagogical University.

According to the idea of the authors, participation in the project should contribute to the professional and personal self-determination of students, the search for the most effective ways of entering the pedagogical profession. The project participants are given the opportunity to view the teacher's profession from different perspectives, determine their own educational goals and build their trajectory of movement towards the profession.

The integral result of the program implementation should be a steady motivation to get a pedagogical profession.

3. Conclusion

The main source for understanding the level of motivation of the Project participant is the electronic portfolio, which is formed by the senior student participating in the Project on the site of the School Academy "Success". In addition, all project participants (both students and municipal / school coordinators) should be provided with support from the beginning till the end of the project. Moreover, the quality of support should vary from tutoring to coaching, depending on the age and functions of the project participants. The principal difference becomes clear when the position of the tutor is compared: "I'll help you to formulate your goal and provide the necessary resources" (organizational and methodological support) and the coach - "I'll help you understand your goal, realize your potential and teach him to translate it into a resource" (psycho-pedagogical support).

In connection with the above-mentioned, it can be concluded that education as a social institution forms a worldview, builds a system of values, constructs social reality, stratifies society, determines social mobility, social health and the existential well-being of social groups and each individual. Therefore, the features of education in modern changing socio-economic conditions of society are comprehended by philosophy in a new perspective in integration with all social sciences. Scientific-worldview and normative-managerial knowledge, fixed accordingly in philosophy and policy of development of education, in turn, are used to develop a strategy, and then tactics of educational activity, which is directly related to teaching practice.

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