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Development of a modern university in a transitive society Tomsk Polytechnic University

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Abstract

Modern education as a social institution forms a worldview, builds the system of values, constructs social reality, stratifies society, determines social mobility, social health and the existential well-being of social groups and every individual. To date, all modern education, including the university, as well as society as a whole are in a transitional, transforming, modernizing state. And the modern university needs to be rebuilt in accordance with the requirements of a volatile or transitional society.

The article presents the main features inherent in the transitive society and a description of what should be paid attention to the transformation of the university in order to meet the changing demands of the modern world.

Keywords: Transitive society, education, modern university;

1. Introduction

Examining the current state of society, it is often considered to be a transitional, transforming, modernizing or transitive society. There is no generally accepted understanding of the term "transitive society" and the specifics of the socio-philosophical literature have not been described well. That's why many scientists correlate it with the similar terms such as "changing" or "transforming" society. As for the specifics of the transitive society, it can be said that it consists of the process of radical transformations of the social structure and the vital world of individuals making up society.

2. Transitive society

Fedotova Marina Gennadievna in her article "On the content of the concept Transitive society" analyzes the statements of various authors about the concept of "transitive society" and concludes that the content of the term "transitive society" describes the state of a dynamic transition to the society with a relatively stable structure[3].

The transitive process in society is linked with the innovation process, since both of these phenomena mean a transition to a different, qualitatively new state. For these processes, the unity and struggle of the old and the new are main characteristics. The phenomena under consideration are not comfortable, they always generate a complex interconnection of risk, chances and responsibilities, however, they carry the idea of further development, not necessarily unambiguously positive.

Agranovich Viktoria Borisovna distinguishes in her works the main features that are inherent in the transitional society. For example, they include instability and uneven social processes taking place in it; increased innovative activity; progressive tendencies and irreversibility of the changes occurring in a changing society; the situation of a person's constant choice between different values; the antinomy of the mind, activity and actions of a man; the formation of the type of personality - the type of "market orientation"; the development of the identity crisis[1].

3. The university in transitive society

Modern education as a social institution forms a worldview, builds the system of values, constructs social reality, stratifies society, determines social mobility, social health and the existential well-being of social groups and every individual [5]

In a transitive society, the concepts of "market" and "education" are interconnected. But on the market commercial success is the main concept, while the goal of innovative education is the integrated preparation of the graduate for professional work (habilitation), not just preparation for professional activity in normal life and well-adjusted production, but also the ability to determine his/her own educational trajectory in accordance with the changing life and professional situations [4].

One of the most important resources to maintain the required quality of training is the independent work of students and, vocational training, which is determined not by the static sum of theoretical knowledge, individual practical skills and skills, but by the readiness for their independent usage for solving specific professional problems. To prepare for the solution of the constantly emerging new, unique and unexpected tasks, the knowledge of a specific subject is not so important in comparison with the skills of an interdisciplinary approach [2].

And all this is impossible without the high socio-psychological, spiritual, moral and physical culture of a man. All these are components of professional self-realization, which should be as important for the professional of the future, as the success on the market. The combination of commercial success and professional self-realization is the ideal model to which one should strive.

As the participants of the educational process are not only students, but also teachers, it is worth stressing that in the conditions of a transitive society, the role of the teacher is changing too. S/he needs to abandon the traditional role of the "knowledge transmitter" and to become a designer of the learning process and his/her environment, a consultant, a coach, an assistant for a student. This is a very complex process, both didactically and methodically, and this encourages many teachers to resist innovation, as the latter increases the amount of work, reduces the popularity of innovators among colleagues who feel threats to their positions, etc.

In the constant development of society it turns out that the instructor with his/her course enters the educational market, "sells" it, and this requires qualitatively different communication skills with students.

It can be said that the modern university is not only a higher professional school, oriented to the training of highly qualified specialists with profound professional and fundamental training, but a complex multidisciplinary structure that organically combines educational, scientific and innovative activities and contributes a real contribution to the increase of regional and national competitiveness.

In the conditions of a transitive society, the universities face the challenges of reforming their activities taking into account the needs of modern society, analyzing international experience and adapting it to our traditions.

Thus, according to Titarenko Larisa Grigorievna, several ideas and values that underlie the concept of the new university can be singled out.

Among them are:

- The need for universities to provide access to higher education for those who have sufficient knowledge and a desire to learn, that is, motivation. Universities themselves must constantly seek out young talents from all levels of society, help them in pre-university training, invite them to their studies on preferential terms, and create conditions for the successful graduation of the university.

- Within the university, the focus should be on a harmonious and inseparable combination of the educational and research process. All university staff should not only teach students, but also be included in research work, but they also should involve students in this process, get new knowledge together with students and thus train the younger generation in practice. All employees of the university - from the rector to the laboratory assistant - should be distinguished by common high orientations for learning and cognition.

- The university should "face to student", that is, provide an excellent level of teaching in all disciplines that are included in the curriculum to create optimal conditions for students in the educational process at the university. In the modern university special attention should be given to the quality of teaching non-core disciplines for students specializing in other branches of knowledge, finding links between these disciplines and the future profession of students, since a specialist of the 21st century must have a brilliant preparation in many disciplines and have a broad scientific horizon. The development of human capital means the preparation of a young man for a full life in society, the development of his diverse talents, the creation of conditions for his future professional self-realization in a freely chosen sphere of activity, and the education of his civic qualities.

- The educational environment itself is of great importance in the University of the 21st century, which should stimulate creativity, active communication between students and teachers, and create a high motivation for teaching, which would be preserved for the rest of life. The educational environment must help a young man learn to think critically, be receptive to new problems and be able to look for non-standard solutions of these problems. The educational environment includes, along with the intellectual creative (human) component, the modern equipment for both the academic and research processes at the university. Modern university should provide a student and a teacher not only with textbooks and other educational printed materials, but also with a computer, and other necessary equipment and resources.

- A modern university should be open to the needs of its society, meet its current and future needs, and serve this society. For example, universities should include in their programs training on those specialties in which the local community is in a special need, they must actively direct the activities of students to the practical solution of specific tasks of their region, the city, they should cooperate with municipal authorities in providing executive bodies with an expert assistance and professional staff in order to serve the interests of the whole community and make a feasible contribution to improving the life of this community.

- The new, open pedagogical strategy of the university should help to ensure that not only professionals but people with social and moral values graduate from the university; moreover, graduate's activities will integrate these values into the society. The mission of the university is to educate an active creative personality, who harmoniously combines personal values with the needs of the community, region and nation [6].

The modern university needs to survive in the conditions of rapid changes, market rules influenced on all spheres of human life, rapid social differentiation and fragmentation of society.

For successful development in a transitive society, a modern university needs to develop a methodology for interdisciplinary research, to form social and social education among students and teachers, installations that provide readiness for innovation; provide knowledge, skills and skills that contribute to the search for new non-standard solutions of uncertain situations.

4. Conclusion

Summing up, it can be argued that for the successful development of the university in a transitive society, it is necessary to take into account the features of this society and to build its activities in accordance with them. And only with the careful application of all the opportunities the university can successfully develop in a transitive society.

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