



**Trends in the Development of the Educational Environment in
conditions of Socio-Economic Transit**

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**Trends in the Development of the Educational Environment in conditions of Socio-
Economic Transit**

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Abstract

For the social design of the educational environment in the conditions of an intensively developing region, it is necessary to determine the basic prerequisites and trends of social changes in Russian society.

The preconditions for such changes that we had identified earlier made it possible to approach the following problem in detail: the problem of determining the trends in the development of the educational environment. The basis of the goal-setting was the idea of studying the trends in the development of the regional educational environment.

A set of **research methods** was used to consider the situation in the Republic of Tatarstan and included, in particular, sociological observation, sociological survey, content analysis, system analysis.

The educational environment in the work is understood as a set of conditions external to the individual (ensuring its social development in accordance with public expectations, as well as opportunities for its development), which determines socialization as a process and the result of the acquisition and appropriation of experience of social life activity (Education As A Process Of Social Types Formation /2015). The structure of the educational environment includes the value component and three spheres: the central (nuclear), external (developing) and mesosphere (The actual status of the municipal educational environment / 2016).

In accordance, the tendencies of changing the educational environment in relation to its central sphere, the mesosphere, the external sphere and the value component are presented as results.

Keywords: social order, educational environment, culture.



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1. INTRODUCTION

We have identified the following prerequisites for social development, which cause a change in the educational environment:

- the complication of the system of social and professional interaction, causing an exponential increase in the number of new professions, and, as a consequence: first, the need to prepare young people for new social functions in a dynamically changing environment, and secondly, the individualization of social existence, manifested in reducing the dependence of individual functioning from the state of personified interaction, related to direct relations with specific people, and not with their statuses and roles;
- individualization of social interaction on the background of increased monitoring of vital activity, which requires a modern man's readiness for a responsible and open existence;
- informatization of all spheres of social life, determining the development of virtual interaction systems to the detriment of relations in the real conditions of social functioning.

Dedicated prerequisites for social development make it possible, in an appropriate context, to determine the main trends in the changing educational environment.

The goal is accordant with the research problem and is formulated as follows: to identify the main trends in the development of the educational environment in conditions of socio-economic transit. The objectives of the study are determined according to the structure of the educational environment proposed by us earlier: 1) highlight trends in the central sphere of the educational environment; 2) highlight trends in the mesosphere of the educational environment; 3) highlight trends in the external sphere of the educational environment; 4) highlight trends in the value component of the educational environment.

2. METHODS

- theoretical research methods: analysis of literary sources, methods of abstraction and concretization;
- empirical research methods: sociological observation, sociological survey, content analysis, system analysis.



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3. RESULTS

Speaking about the central (nuclear) sphere:

1. The tendency to differentiate requirements for personal qualities and features acquired by young people in the process of educational activity, which determines the tendency to individualize education and its early specialization.

The manifestation of this trend, as an objective reaction to the changes that has taken place, was determined by the introduction of the profiling of instruction at the senior stage of general secondary education. It should be noted that the attitude to this innovation is **varied for different subjects** of the educational process. So, according to our sociological polls, the percentage of schoolchildren who approve in-depth profile training amounted to 85.7% in 2016; among parents, the percentage of those approving profiling was 25.9%; among teachers supported this trend as the main task of modernization of education 22.1%; from the number of the chiefs of the school district, deputy heads of the school district and school district specialists who supervise general secondary education approved the profiling of training 19.1%. The decline in the percentage of professors who approve profiling as it increases the responsibility for its condition is quite natural. For government bodies, this means the introduction of an additional unpaid load within the framework of the social functions performed.

Also, the manifestations of the trend in question include the aspiration of high school students to get an additional or better education during the period of schooling: 17.3% of 10-11-graders work with tutors; 31.4% attend preparatory courses; 5,3% - correspondence courses. 25.0% of schoolchildren choose self-education as a method of obtaining additional education.

Most high school students would like to receive a working specialty. At the same time, it is considered to be the main one (since 10% are not going to enter the university); would like to receive a working specialty as a reserve option (is it not enough that ...) 39.2%; they would have received a working specialty simply from love to make 5,8%. Strongly stated that they do not need a working specialty only 27.8% of schoolchildren. At the same time, we would like to master the working profession without interruption from schooling at the school, 28.5%; in the university - 6,5%; in the college or lyceum - 38.8%;



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directly in production - 17%. If the educational environment would give them such an opportunity, this could be a real way to mitigate the contradiction between the education and labor markets.

2. The tendency to extend the educational path - the paradigm of "education for life" is replaced by the paradigm of "education through life". The conditions for a qualitative change in the system of social and economic interaction determine, firstly, the weakening of the functionality of the earlier education, and, secondly, the need to obtain an education that meets the new requirements. Surveys of the working population of Yelabuga have shown that the place of work for vocational education received right after school in 38.5% of respondents corresponds completely; partially corresponds to 23.0%; most likely, does not correspond in 5.7% and does not completely correspond in 25.9%. As a result, they received a second vocational education: higher 13.2%; average special 8.0%; primary professional 1.1%. 28.2% have finished various courses. 21.9% of respondents are planning to get additional professional education of different levels.

The educational needs of the population are actualized by the increasing competition in the labor market. First of all, the probability of being out of work is inversely proportional to the level of education. If among the working population the proportion of people with higher education is 40.8%, an average special 52.3%, an initial professional 0.6%, a general average of 5.7%, then among the unemployed we fix a different picture. The share of unemployed with higher education is 21%, secondary special - 56.7%, primary professional - 5.6% general average - 19.6%.

Also, the relevance of the vocational education received to the workplace plays its own role. So, among the unemployed there is a greater percentage (32.9%) of people who received an education that does not completely correspond to the last place of work; 21.7% of the unemployed surveyed indicated full correspondence of the place of work and education. All this for the unemployed makes it more relevant to receive additional education. 46.2% and 37.8% of the unemployed would be compulsory or most likely to receive additional vocational education, respectively.

3. The tendency to increase the influence of the learner's personality traits on the success of educational activities, and, accordingly, to the decrease in the effectiveness of



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Revista Publicando, 4 No 13. (1). 2017, 729-739. ISSN 1390-9304

educational technologies aimed at prolonged educational impact on the of manipulation's of pedagogical conditions.

This trend is manifested, in particular, in the desire of young people to independently choose their professional future. If in 2011 they had noted that 70.5% of adolescents exercised their professional choice independently (although they listened to their parents' opinion), by 2016 this percentage had increased to 76.5%. At the same time, parents willingly delegate their children the responsibility for choosing their future destiny. In 2011, the willingness to accept the decision of the children was noted by 62.7% of parents, in 2016 - 78.2%. It is significant that the importance of the teachers' opinion in this field has decreased over the same period from 5.9% to 3.2%. The latest data are alarming, as they confirm the theoretically obtained conclusion that the Institute of Education loses its system-forming functions in the structure of the educational environment.

4. The trend towards informatization and virtualization of education, providing the possibility of learning "at any time and in any place" through the use of multimedia technologies.

The manifestation of this trend is due to the intensive development of computer technology, connected not only with the increase of its capabilities, but also with the increase of its accessibility for the widest sections of the population.

Over a five-year period, the number of computers, the availability of the Internet in home use has increased. The structure of computer use by schoolchildren has changed significantly. In spite of the fact that computer games are competed only by wandering in the world wide web, the use of information technologies for educational purposes has increased in principle.

With regard to the mesosphere of the educational environment:

1. The tendency to reduce the family's role in the social formation of children, including social and vocational and gender aspects, which cause an increase in the shaping influence of the street. The trend is confirmed by the above mentioned data on the parents' reluctance to broadcast their own social type to children. In addition, the analysis of youth preferences in the field of filling leisure and ways to solve problems in various contact groups shows that in all cases, parents are not in the first place.



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At the same time, the company and friends are steadily taking the lead. At the same time, the outlined situation is by no means explained by bad relations with parents: 78% of senior pupils are fully or in general satisfied with their parents' relations. Reducing of the family's role in the young people's social formation causes the following trend.

2. The tendency to move from a "formative" to a "helping" paradigm in family pedagogy, popularize the ideas of free education.
3. The tendency to increase the influence of production on the formation of the youth shift, expressed in the convergence of production and education as the main characteristic of the postindustrial (informational) society.

In this case it is necessary to speak, first of all, about the system of professional education. The results of the interviews conducted by the employees of the personnel departments of the enterprises of the region confirm, in particular, that they are quite willing to cooperate with the suppliers of workers and specialists. At the same time, the degree of "educational activity" of enterprises is directly proportional to the complexity of the technological process used and the degree of severity of personnel problems. For example, the Stanko-instrumental plant, which is a part of the ELAZ software structure and is characterized by intensive production development, not only actively supports the work of the Yelabuga Polytechnic College, but also hands labor books to its graduates at the same time they receive a certificate of completion of vocational education.

In relation to the external (developing) sphere of the educational environment:

1. The tendency to differentiation of developing activities, due to the increase in the variety of forms, means and methods of filling leisure, the development of the media. The trend is supported by the proliferation of computer equipment and the development of the Internet, their accessibility to private users, the intensive development of other media. The main problems, in the context of the problems under consideration, are related to the insignificant role of the municipal media in shaping the youth's ideas about the world of professional activity. The answers of the senior pupils to the question of the sources from which they derive information in this area allow talking about three equal sources of information: parents, friends, the Internet. The information value of all municipal media in the aggregate is reduced to 7.1%.



Trends in the Development of the Educational Environment in conditions of Socio-Economic Transit

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2. The tendency to increase the independence of young people in filling free time, in choosing the means used for this.

3. The tendency to increase the role of information technology in the development of the individual, in the development of the social space by young people, connected with the virtualization of social and communicative relations.

With regard to the value component of the educational environment:

1. The tendency to establish the values of multicultural existence as the basis for the effectiveness of globalization processes.

In 2010, we conducted a sociological study "Problems of studying Tatar and Russian languages in schools in the city of Yelabuga and the main directions for their solution." The study was conducted on the basis of the secondary school No. 1 and the Tatar Gymnasium No. 1. A total of 175 people took part in the survey. Including: Tatars - 63.4%; Russian - 29.7%; other nationalities - 6.9%. The results show that, regardless of nationality, most students prefer Russian to the Tatar language. Most likely, this preference is determined by the social capabilities of the Russian language, allowing its carriers to participate in social interaction throughout the territory of multinational Russia. The national language does not provide such a possibility.

According to the results of the same poll:

- Friends, most often they speak Russian (76%). In Tatar, only 22.9% of students communicate with friends. Moreover, this event is slightly correlated with the nationality, which indicates the strength of the position of the Russian language as a means of interethnic communication.

- Relatives and acquaintances mostly speak Tatar at 54.3% of students, in Russian - at 42.3% of schoolchildren (we recall that among the respondents - students of Tatar nationality - 63.4%). The correlation coefficient of these events with belonging to one or another nationality is statistically significant.

- In the store, bus, other public places, they often hear: Tatar speech 9.1%, Russian speech - 90.9% of students. It should be noted that the influence of this factor on teaching the Tatar and Russian languages is not statistically significant.

- Think in the Tatar language 32%, in Russian - 66.3% of the students.



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- More often on television, students watch programs in Russian (93.1%), and not in Tatar (6.9%) language. Books, newspapers and other printed sources read by students are most often also in Russian (86.3%).

2. The tendency to expand the boundaries of the permissible in the existence of man and social groups, resulting in a tendency to dominate the values of the level of self-sufficiency and the microsocial level.

According to the results of the survey of senior high school students in 2008, they do not consider it possible to depart from their principles, even if they bring inconveniences in a particular situation to only 23.7% of schoolchildren; consider it possible to sometimes deviate from the principles of 33.7%; indicate that the principles need to be changed if they are obsolete 19.6% of the respondents; 27.2% of respondents are able to abandon the principles. They live on the principle "If you must not, but really want, then you may" 9.5% of young people.

Also during the survey, high school students were asked to evaluate the totality of these that characterize their worldview position and the level of value orientations. It was revealed that the values of the micro-social level (values: "The most important thing in life are people close to you (family, company ...)" with a coefficient of 0.94 and "There is nothing more important than sincere friendship and love. , for what it is worth living "with a coefficient of 0.90) and the value of self-sufficiency (value" For me, the most important is success in life and I am ready to achieve it "with a coefficient of 0.87).

3. The tendency to increase the value of material values in identifying young people their life path and in assessing the social success of a person or a social group.

The manifestation of the considered trend is connected, in particular, with the growing role of material factors in the choice of a professional future for young people.

If in 2011 "interest in this area of activity" (41.2%) as a motive of professional choice competed with "high wages" (44.8%), then in 2016 significantly weakened its positions (34.6% and 59.1% respectively).

4. DISCUSSION

The following main tendencies of the educational environment change are distinguished:

With regard to the central (nuclear) sphere:



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- the tendency to differentiate requirements for personal qualities and features acquired by young people in the process of educational activity, which determines the tendency to individualize education and its early specialization;
- the tendency to extend the educational path;
- the tendency to increase the influence of the personal qualities of the learner on the success of educational activities;
- informatization and virtualization of education.

With regard to the mesosphere of the educational environment:

- the tendency to reduce the role of the family in the social formation of children, which causes an increase in the formative influence of the street;
- the tendency to move from a "formative" to a "helping" paradigm in family pedagogy, popularize the ideas of free education;
- the tendency to increase the influence of production on the formation of the youth shift.

In relation to the external (developing) sphere of the educational environment:

- the tendency to differentiation of developing activities, supported by the increase in the variety of forms, means and methods of filling leisure, the development of the media;
- the tendency to increase the independence of young people in filling free time;
- the tendency to increase the role of information technologies in the development of the individual, in the development of the social space by young people, connected with the virtualization of social and communicative relations.

With regard to the value component of the educational environment:

- the tendency to affirm the values of a multicultural existence;
- the tendency to expand the boundaries of the permissible in the existence of man and social groups;
- the tendency to increase the importance of material values in the definition of young people their life path and in assessing the social success of a person or a social group.

5. SUMMARY

The indicated prerequisites and the tendencies conditioned by them are confirmed by the results of multiple sociological studies (Askadula;2017; Schelkunov ., Nikolaeva.2014) (including author's (Education, 2013; Sergey and Larisa. Obukhova, 2015), are common for



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Russia and other countries and reflect the modern level of civilization development rather than the state of the real educational environment of the municipal level (Valiev .2016; Valiev 2016). The actual state of the municipal educational environment, both in statics and in dynamics, contradicts the general tendencies in many points, which causes the appearance of a complex of objective contradictions that make it difficult to transfer to a qualitatively new state (Vinogradov,2015; Olga Vasilyevna Shatunova,2017). Elimination of these contradictions is the most important factor in the effectiveness of the development of the social system of the municipal level in conditions of socio-economic transit.

6. ACKNOWLEDGMENTS

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