

## SOCIAL PROCUREMENT FOR EDUCATION AND EDUCATIONAL ENVIRONMENT

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**Abstract.** By social procurement, education is understood as a more or less complete set of socially significant features, the presence / absence of which in its citizens determines the effectiveness of social functioning processes. Without being formalized in the form of a normative act, the social procurement exists as an objective form of interaction between society and education, and it is dynamic in its core and aimed at eliminating the contradictions between the individual and a society. At the same time, the dynamism of social procurement of education is not quantitative, but qualitative in its nature. In other words, the social procurement for education fully reflects the qualitative features of a society and requires to be changed in the situation of a public transit.

The current state of the education system is characterized by the orientation toward the old, "traditional" social procurement that developed in the 40-50s of the 20th century and is associated with the priority of intellectual evolutionary values. This is expressed in the desire for the maximum possible preparation of absolutely all students from comprehensive secondary schools to enter higher education institutions in order to ensure the release of the largest number of unified specialists from the educational system in the most diverse areas of public life.

**Keywords:** social procurement, educational environment.

## 1. INTRODUCTION

Crisis in the domestic education of the post-Soviet period was stated in the works of many scientists, whose authoritative opinion in the aggregate gives grounds to consider the state of Russian education in the period from the XX century to the present as a crisis priori. The polysemy of the concept "education" predetermined the variety of problems for which today the resources of society are being directed to resolve (Sedov, & Obukhova, 2015, p.946). Qualitative changes taking place within the social system require an appropriate qualitative reform of the educational environment and the education system as its system-forming element (EQAF). Unfortunately, we have to admit that all changes that have taken place in the education system since 1985 have been purely cosmetic, completely inconsistent with the revolutionary nature of socio-economic and socio-political changes.

The most significant changes in the education of recent decades are determined by two main factors. These are the establishment of market functioning principles in the education and the transformation of knowledge into the object of commodity-money relations. However, as Prof. M.D. Shchelkunov says, knowledge is a specific commodity: "After all, in the final analysis, the vast majority of products of educational activity - the living creative forces, abilities, skills, skills of the individual - are inalienable from the individual, and, therefore, cannot become a commodity. Another outstanding Russian educator K. Ushinsky noted on this account that the inalienable abilities of an individual cannot be bought even for all gold in California" (Shhelkunov, 2007, p. 163).

Nevertheless, experience of recent years shows that vocational schools successfully master the field of commercial education. To a greater extent, this can be applied to the higher education system, since, firstly, higher education is not compulsory, which creates the ground for commercial educational services, and secondly, the stereotype of the higher education's prestige is steadily manifested in our society (Sedov, & Valiev, 2013).

Despite the fact that the professional plans of the graduates do not correspond to the real needs of the labor market, taking into account the "demographic hole", plans related to higher education institutions' admission are being practically implemented fully. Experiencing a pressing problem in applicants, both

commercial and state universities reduce the bar of entrance examinations.

In addition, "commercialization objectively forces investors and educational managers to be guided in their activities not by pedagogical and academic values, but primarily by economic categories: costs, profit, profitability, turnover, etc." (Shhelkunov, 2007, p. 165).

The current situation forces state structures to take measures bringing the educational market in line with the labor market. If these measures prove to be effective, the average educational level of Russian citizens will become inevitable. Indeed, in conditions of still low-tech production, the share of specialists (with a degree of higher education) should be less than the share of workers (with an SVE diploma).

## 2. METHODS

Axiomatic method, hypothetical-deductive method, system approach.

## 3. RESULTS

Studying the professional plans of graduates of Yelabuga schools (April 2013, sample of 219 graduates, March 2014, sample of 336 graduates, March 2015, sample of 209 graduates, May 2016, sample of 290 graduates - cluster survey). The interviews' results determined the correspondence of pupils' professional plans to the needs of the municipal district in specialists of a certain profile, the dominant motives of their professional choice, the sources of used information, the graduates' life plans. The vocational guidance component of the municipal educational environment was assessed and adjusted based on the received information.

## 4. DISCUSSION

We will look at this problem from the standpoint of the municipal educational needs in conditions of socio-economic transit, carried out within the boundaries of the general transition of a society to the state of informational society.

First, we define the concept of "informational society". In accordance with its most general understanding, in V.V. Shcherbiny's opinion, "the information society can be legitimated if we mean by it a society's basis for not assigning someone else's free time, but activities to create information (" monitoring ") and its redistribution ("regulation")" (Shherbina, 2004, p. 161). "Unlike

the developed industrial society, where the main task is goods' production, a characteristic feature of the informational society is the production and usage of information based on computer technology (which, of course, does not in any way abolish the creation of commodity diversity and abundance). This is a society where the creation and distribution of goods and services depends crucially on production, processing and transmission of information. It is also a society focused on the production and wide dissemination (consumption) of new knowledge (D. Bell)" (Zborovskij, 1996, p. 107).

In accordance with the above statements, information in the informational society, being the object and mean of production, is one of the main determinants of a whole complex of social phenomena and processes. Social stratification, social status, material and social status of people - all this becomes informational in its basis.

Building the theory of the informational society, practically all researchers point to an increase in the level of education of the population as the main factor of social development. "Knowledge, where information is transformed through education as a mean, an instrument of this transformation, is the most mobile resource, a source of enrichment not only for the individual, but for a society.

The transition to an informational society is associated with a sharp increase in the role, importance and spread of higher education (since the previous higher education's levels are considered by definition and default mastered). This leads to qualitative changes in the social structure (Zborovskij, 1996, p. 108)

However, most researchers point to the need of distinguishing the concepts "information", "data" and "knowledge". If information is an attribute of matter, it is presented as an objective reality, then "data" is information "withdrawn" by a person in the process of his active development of the world. Data is transformed into knowledge in the process of their logical processing, comparison with existing data.

We can say that knowledge is the result of comprehension of information. Information about the ripe apples' fall existed long before Newton. However, in order to formulate the knowledge of universal gravitation, the apple should have fallen precisely on Newton's head. Accordingly, in order to become a resource of social development, information should be transformed into knowledge

as efficiently as possible. Education should be precisely oriented on the formation of the ability to transform information into knowledge.

Considering the exponential nature of the informational increase, "traditional universalism in education, aimed at the reproduction of a fully developed personality, is replaced by particularism - the reproduction of a partial person. For example, as an intellectual, a carrier of professional skills, a qualified performer (Shhelkunov, 2007, p. 166). Note that the informational society does not attach a priori value to information or knowledge, but points to its great importance as a leading factor of social development. GE. Zborovskij's work cited above contains an indication of an obvious fact - the production and use of information does not at all cancel the creation of commodity diversity. The most advantageous is not the society that will create the largest information bank, but the one that can most effectively turn existing information into knowledge that determines the effectiveness of professional activity in a variety of areas. In this regard, Russia has a powerful reserve associated with a huge percentage of citizens who have higher professional education, although they do not work in their speciality.

The tendency towards the computerization of social activities and the tendency to complicate the socio-professional structure mutually refer to each other. It becomes obvious that the educational system, operating within the limited framework of the old social procurement, is not capable of providing vocational training in all specialties. In addition, the "for life" vocational training system is becoming a thing of the past, in accordance with which it was quite sufficient to get an education at the beginning of professional activity. "Education for life" comes to be replaced by "education during the life" or self-education. (Zborovskij, 2005, p. 112).

Let us touch more problems of typologization of personality in the context of his effective social functioning problems. We identified five main types of a personality: physically (biotically) oriented, mentally oriented, consciously oriented, socially oriented and spiritually oriented types. Types were distinguished by us on the basis of human needs' main groups (Valiev, 2015).

Accordingly, for each type there corresponds a certain type of social activity associated with satisfying the same need, both for oneself and for other members of a society. In addition, each type of social activity corresponds to a certain value orientation of the individual: on himself, on the

micro-, mezo-, macro-, megalocial environment and metasocial values. There is every reason to believe that due to the conservatism of a person, his needs and values, it is unlikely that something will fundamentally change in the structure of the educational environment from nominal positions. The conducted psychological studies (M.R. Ginzburg, B.P. Krasovskii, V.I. Chirkov, M.I. Yanovskii and others) make it possible to state the hypothesis that the basis for effective self-education and self-improvement is the person's ability to self-determination.

The ability to self-determination can be defined as the ability to motivate one's own activity based on inner motivations. This is very important, because it directly affects the nature of social interaction, which V.I. Chirkov points: "... features of internal and external motivation" (Chirkov, 1996, p. 122).

The features of the manifestation of external and internal motivation confirm the conclusion that the ability to self-determination of behavior is one of the most important features of the personality of the informational society. One of the most important, but not totally necessary.

The ability of a person to self-determination of behavior, in turn, is an integral characteristic of the personality. Identifying the features of the personality, contributing to the ability to self-determination, we proceed from the premise that both external and internal motivations of behavior are not so much associated with the objective features of the individual and the external environment as with the person's ideas about himself and his environment, the importance of various social and natural Phenomena for their existence. Therefore, "the role of motivational dispositions is reduced not so much to the direct determination of behavior as to participation in the formation of cognitive evaluation schemes by which a person interprets the situation. Subsequent actions are the result of this interpretation" (Chirkov, 1996, p. 117). The analysis of the results of the studies carried out in the field under consideration allowed us to reveal the following structural components of self-determination of the personality (Figure 1).

The basis of self-determination is the individual's ability to self-realization, which assumes an adequate understanding of himself, the motives, goals and tasks of his actions in combination with his ability to regulate his activities taking into account external and internal factors.

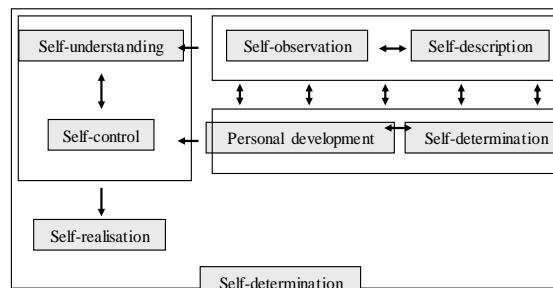


Figure 1. Structure of self-determination of the individual

Self-understanding and self-regulation as structural components of self-realization in turn represent complex social and psychological constructs. So, self-understanding is based, in particular, on "special artificial adaptations - sign systems" (Bujakas, 2000).

Being necessary logical thinking attribute, sign systems cause the process of self-knowledge. "In the process of interaction with them, a person takes possession of his own mental processes and develops himself. Such conditionality of human development of means allows us consider them as psychological organs, or instruments of development (Bujakas, 2000, p. 96).

The latter indicates a significant role for learning in the process of self-understanding - significant, but far from sufficient. As the basic structural components of self-understanding, one can distinguish self-observation and self-description, representing the unity of the sensible and rational in the knowledge of the person himself.

From the psychological point of view, self-regulation is provided by a whole complex of more "minor" phenomena, among which the most important place is occupied by planning and programming activities, taking into account significant conditions of activity, control and correction processes, etc. Regulatory and personal qualities, initiative, flexibility) (V.I. Morosanova, R.R. Sagiev, etc.). From the point of view of the educational environmental design, there is no need to unduly deepen the psychic phenomena structure under consideration. In our opinion, the most essential components that ensure the personality's ability to self-regulate the behavior are the ability to self-development, social and professional self-determination, which can be considered as significant variables in assessing the state of the educational environment.

All the above structural components of the personality's ability to self-determination are interrelated.

If the ability to self-determination is an important content characteristic of the citizen of the informational society, then the person's choice of his life path (in all its diversity) is a form of manifestation of this content. Defining the essence of personality formation process, we noted the variability of forms where the same content can manifest itself. With this in mind, the main problem of social design of the educational environment is to achieve the greatest possible identity of the life path's choice as a form of manifestation due to self-determination ability to the objective needs of society. It must be recognized that there are serious discrepancies in this area, at the present. (Valiev, & Sedov, 2016).

## 5. SUMMARY

1. By social procurement to education is understood as a more or less complete set of socially significant features, the presence / absence of which in citizens determines the effectiveness of social functioning processes.

2. Social procurement exists as an objective, dynamic form of interaction between society and education, and its change is caused by a set of contradictions between the obsolete content of the procurement to education and the tendencies of social development.

3. The current state of the educational system is characterized by the prevalence of socially obsolete goals and objectives of educational activity that were developed in the 40-50s of the 20th century and are expressed now in the setting for the maximum possible preparation of absolutely all students of secondary general schools for admission to higher education institutions in order to ensure the release from the educational system the largest number of standardized specialists in the most diverse areas of social production. This has led to the actualization of the contradiction between the complication of the system of social and professional interaction, which necessitates the differentiation of requirements for personal qualities acquired by young people in the process of educational activity, and a unified educational environment formed under an outdated social procurement.

4. Unification of the requirements for young people general education, the traditional setting for the

placement of higher education institutions in the megacities, causes the outflow of youth from small and medium-sized cities, significantly impoverishes their educational environment and actualizes the contradiction between the need for the formation of a personality capable for self-determination in life activity and lack of educational environment for self-construction of his own educational path, which meets both the interests of the individual and municipal socio-economic needs.

5. The competitiveness of a society in the modern world is determined by its ability to transform existing information into knowledge that determines the effectiveness of socio-economic activities in a wide variety of areas. This actualizes the contradiction between the informatization of all spheres of social life, and the traditional relation to information as a secondary product of material production.

6. The need to resolve these contradictions determines the main content of the social procurement to education in conditions of modern socio-economic transit.

## 6. CONCLUSIONS

The main content of social education procurement is determined by the need to resolve the following contradictions:

1. Contradiction between the system complication of social and professional interaction, which necessitates the differentiation of requirements for personal qualities acquired by young people in the process of educational activity, and a unified educational environment formed under an outdated social procurement.

2. The contradiction between the need for the formation of a personality capable for self-determination in his life (M.R. Ginzburg, B.P. Krasovskii, V.I. Chirkov, M.I. Yanovskii, etc.) and the lack of opportunities in the educational environment for self-construction of their own educational path that meets both the interests of the individual and municipal socio-economic needs.

3. Contradiction between the informatization of all spheres of social life, and the traditional relation to information as a secondary product of material production. The marked contradiction manifests itself in a set of contradictions of smaller nature: between the need for information management as a strategic social resource of a post-industrial society and the weak development of political, economic,

legal and other mechanisms for regulating informational activity; The need for active use of computer technologies in educational activities and inadequate competence of subjects of educational activity in this field; The need for computerization of production in order to increase its efficiency and, on average, a low degree of technological equipment of production etc.

One of the most important manifestations of the contradiction in question is the traditional orientation of education (especially its institutionalized component) on the informational assimilation, and not on the formation of the ability to transform information into knowledge.

The need to resolve these contradictions is the core of the social procurement to education, although it does not outline it in full. Precisely these contradictions are exacerbated to the greatest extent in conditions of socio-economic transit of the social system of the municipal (and not only) level.

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