

The problems of contemporary dissertations and social order of the society

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Abstract. The article is devoted to the problem of scientific potential of pedagogical dissertations. The analysis of social requirements of the contemporary society is given in the pedagogical context: the organization of prosocial leisure-time of young generation, the active role of teachers in the management of the educational system, the rise of prestige of teacher' work, the information security of youth.

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Introduction

The quality of dissertation research in the field of pedagogy [1, 2], the ideas of insufficient transparency and scientific impropriety in the activities of dissertation councils [3], cannot and must not remain formally fixed, reflect the problem of purely departmental level. Considered by these authors questions should be released to public debates of the teaching community that will reveal the contradictions, to develop constructive approaches to their resolution.

It is absolutely obvious that the reduction of the scientific potential of pedagogical theses – this is only the tip of global issues iceberg related to sustainable long-term crisis of the entire system of education in Russia. Therefore, by inviting specialists in the field of pedagogy with this publication to the urgent debate, once again let's focus on the real complexities and contradictions associated with the education of younger generation. Unfortunately, at a certain stage of public discussion of the prospects for the development of the education system they (contradictions) in some surprising way 'slip away' from the overall reform process, isolated from the real everyday life of pupils, students, teachers, parents, turning into a kind of phantom. Today, we observe the paradoxical situation of system reform without its most significant, basic components: the subjects of education, i.e. students, who the reform should be implemented for, and teachers by which activities a holistic educational process is done in each individual institution and the system as a whole. The task of saving material resources on education in recent years is solved so straightforwardly, formally, and often unscientifically without regards to the realities of modern society and civilization, that sometimes it seems we exist at the time of strong reaction when the educational process is different by its orthodoxy, stagnation and eclecticism. Let's consider the social needs of a modern society in a pedagogical context.

First of all, it is the implementation of national youth policies against social inclusion of national culture, the organization of pro-social leisure for younger generation, predictability of innovative introductions in the training.

It is obvious that each period of social development requires an active and at the same time thought-out, appropriate recombination of the educational system, while maintaining the best pedagogical traditions, proven for decades and proven to be important in the preservation ideas of humanism in the society. What new was revealed to us by a post-Soviet period? In the most general terms – the need to adopt new ideologies conducive to the formation of civil society, protection of basic values of democracy, cultural diversity of society, the approval of the middle class as a kind of guarantee of strengthening the moral and ethical education of the democratic society personality (such a person is tolerant, responsible, initiative and mobile). In addition, the society of the new format with market relations has to accept little-known asocial phenomena such as informal youth associations, religious sects, migration, unemployment and has to develop rapidly and implement not only the repressive practices of their members but also psychological, educational, actualizing first of all the preventive dimension of social pedagogy.

The most important institutions that contribute to the preservation of individual moral ethos, spiritual development, are educational institutions of all levels and family. However, it is important to remember that during the period of recent economic crisis family weakens its already poorly implemented functions of education, control (as the statistics certifies: in Russia every third child is born outside of marriage, number of children in orphanage homes is not reducing, juvenile crime is growing, etc.). In such a family with a high degree of confidence we can predict the increase in alcoholism, drug abuse, child neglect and abandonment, suicides.

In regards with the above, middle school, high schools, universities need such a modernization, which would allow them to become full-fledged cultural, social and educational centers, to concentrate efforts of related to professions (except for teachers, educators, social workers, educational psychologists, educational institutions are in need of workers of culture, trainers, lawyers). But, alas! While bringing economic factor of reconstruction of the education system to the point of absurdity, children die under the wreckage of the old schools not only in the figurative, but in the literal sense; by the expenditures per secondary student in terms of GDP percentage Russia is the largest in the world.

Under these circumstances, the Russian youth was deprived of the opportunity to comprehend the world in all its contradictions, to fully realize their potential, while maintaining a positive attitude to life and creating a positive image of the future. At the same time pupils and students with a high level of self-awareness, a strong sense of moral freedom remain on the sidelines of social life, and the most purposeful ones go abroad.

Ordinary deal in a civilized society for organizations of prosocial leisure of youth has been beyond the purview of the government for two decades already. The destruction of once powerful system of further education, lack of access, especially in the provinces, in connection with the commercialization of sport, art, applied and technical creativity, inability of adduction of young people for affordable and properly paid work in their spare time, all these push them to the path of dubious entertainment, antisocial activities, extremist performances.

In the same context, it is important to consider the implications of the idea of USE (unified state exam) in high school. Without prejudice to the issue of scientific and pedagogical potential of educational testing, let's focus on the psychological aspect of the organization of the procedure. For example, the position the graduates of 2009 were placed in does not hold any water. Thus, they remained in the dark about the number of obligatory required exams, specific evaluation of the results for the entire first half of the year. The system of students' preparation for USE was not worked out: the teachers are guided by their own ideas about it, textbooks also does not contribute to the development of students' skills.

Secondly, it is the update of the role of upbringing in the modern educational process.

The field of modern education has focused on the control of knowledge of graduate classes at schools, on the declaration in the basic documents of the idea of the harmonious development of an

individual; the priority of education in a holistic pedagogical process is losing its relevance. This is confirmed by the neglect of government to remunerate the labour of class teacher, who is forced to curtailment of group work in school, lack of basic fundamentals of the federal concept of education. Obviously, such a concept is necessary for secondary specialized institutions as well as higher educational institutions. Independently developed concepts of institutions often suffer from a narrow focus, or limited content, their adjustment to regional problems should be conducted on the basis of federal algorithm – it would give the integrity of the educational process oriented on the studious youth of the country. However, it should be emphasized that the educational groups in educational institutions still hold the educational system in action, but they do it within its limits.

Outright devaluation of the role of education in the modern educational process prevents the humanization of Russian society. Moral education of a student is not possible without the formation of their moral ideal, which is defined as a reference, an example to follow at the lessons of literature, history, and in extra-curricular activities due to familiarity with the positive hero, a well known figure. It is clear that contemporary art is not ready to present the 'hero of our time', inspiring a positive creative work.

Up until now the issue of integration into the educational environment of children with disabilities has been set apart. Their education in regular classes would be vital both for themselves and for their classmates who would learn the basics of care and compassion in everyday life.

It's impossible to ignore the fact that in the last decade regional educational peculiarities of the younger generation are clearly revealing. For example, teachers of the department of social pedagogy and pedagogy of Vladimir State University found that teens from a provincial town are interested mainly in informal communities such as emo, fans, while teenagers from big cities, in particular, of St. Petersburg, tend to be more aggressive forms of leisure activities, participation in skinhead movements, radicals [4]. Consequently, in the preventive work of educational institutions the regional characteristics of young people should be taken into account.

Thirdly, it is participation of leading pedagogy specialists in the administration of educational system.

Who coordinates the development of the educational system directly today? The vast majority – these are people who are far from practical pedagogy, officials-executives who appeal to primarily its illustrative function. The opinion of the

venerable leading contemporary scholars, in particular, B.M Bim-Bad [5], E.D Dneprov [6], P.I Pidkasistiy[7], V.A Slastenina [8], etc. is given in a purely special area, but not in the bosom of the Ministry of Education. Modern pedagogy is massively deprived of the opportunity to fulfill their theoretical and technological features, in particular, predictive, transformative, reflective one. That is, pedagogy as a branch of human knowledge has been developing for a long time behind closed doors, forced accumulating its efforts on particular problems. Innovative technologies are increasingly focusing on methodological level of training. Clearly, this leads to didaktogenie, chaotic change of curriculum in specific subject areas in the school, the use of questionable educational literature in a daily practice, textbook writers' struggle on the market, the appearance of often trumped master's and doctoral thesis, as well as the preservation of progressive educational systems in a specific, individual institution.

Fourthly, it is the increase of teacher's labour prestige.

In the provincial schools, universities, teacher's salary can hardly be called worthy – it's after the popular 'rise'. A teacher, a homeroom teacher is traditionally required a large-scale, non-normalized activities for the management of wards' lives. A teacher has a right to proper rest time at extremely intense rhythm of work, its stressful and great responsibility, and his constitutional rights should not be violated.

Decrease in the number of students in connection with demographic decline should become a prerequisite for the expansion of core business of teachers: retraining for vacated positions of homeroom teachers, educators, extended-day groups guiders, tutors. This idea should be reflected in university programs. It must be emphasized that the school was left without male teachers, as an important factor for gender education students. And the chronological age of teachers in the country? Today the average age is 45-50 years, and in some schools it is higher, i.e. psycho-social status of adults in the school environment distorts students' image of a teacher, of a balance of representatives of different age groups in society. An alarm is stirred by the statement made by the Minister of Education and Science about the 'irrelevance' of teachers and in the near future graduates of pedagogical universities: in fact the world practice has proved that priority funding, in particular, the education system of the country can preserve its gene pool and the future. Underestimation of pedagogical work is testified by a weak material and technical base of educational institutions.

After changes in the scheme of payments for teachers the role of science degree was leveled: before 2009 teachers received extra incentives for having a degree at the federal level, now it is only due to the financial capacity of the agency or the desire of its head. It is beneficial for school principals to select low-skilled personnel who are not claiming to increase the discharge and willing to work on the two rates.

Fifthly, it is information security of the youth.

It cannot be ignored that the moral disorientation of young people has its roots not only in a conservative system of education, in the absence of necessary – and indeed worthy! – conditions of training and education, but also in the pessimistic atmosphere of everyday life: the family, the place of living, and society in general. Intense marginalization of culture in society by all possible and impossible ways is often contributed to by the media. The rapid informatization of society dictates a necessity to form the skills of self-preservation in students in the flow of information, anti-human and rational approach to it.

What are the perspectives, predictions? In case of further ignorance of these contradictions we are waiting for the complete destruction of national and international traditions not only in education but also culture in whole, intense degradation of society.

Let's consider a positive scenario of relationship development in the 'power-educational system'. What necessary terms and conditions should be set up and are these sufficient conditions? Let's specify them:

- sincere, steady state attention to younger generation, care of its present and future not at the level of declarations but by developing an algorithm of federal educational program of institutions, the full funding of the educational process, the organization of decent leisure, teachers support;
- educational system management by competent professionals: national educators, psychologists, valeologists;
- actualization of the forecasting function of pedagogy;
- organization of the horizontal-vertical monitoring system, reform of education system by competent professionals, theorists, along with teachers practitioners;
- tracking the results of innovative projects, objectification of opinions of competent professionals regarding their implementation in everyday practice facilities;
- attraction of highly skilled professionals in the school at the expense of real salary increases as an ordinary teacher and a teacher with a degree;
- humanization of students preparation process for a decent graduation, from the preparatory

phase to the control one, i.e. USE or other forms of examination;

- inclusion not only capital universities' specialists in the body of SAC intensify scientific resources of the country, promotes the transparency of relations, collective, democratic procedures for the approval of theses, which will limit the flow of non-dissertational research.

In order to perform these tasks become real, *government order to develop relevant educational concepts is necessary*. For rational financing such orders should be received by pedagogical departments, not only at Moscow universities. It's no secret that the province often displays complex of existing and emerging challenges sharper. It is a complex comprehensive approach of the competent team of professionals will allow to conduct a identifying and forming experiments on a specific issue in a professional manner, to present them in a representative sample of participants to develop relevant, science-based model of teaching.

Not preaching the strict regulation of scientific research, we are deeply convinced that it is necessary to take into account new destructive phenomena among young people, and a certain part of research to spend in areas that are topical, but poorly understood:

- a system of moral and ethical, spiritual and moral education of an individual in the new social and cultural conditions;

- development of the basic algorithm of the educational system of secondary, higher school expanded with pedagogical content that is relevant to a particular area of the region;

- study of features of the influence on the younger generation both qualitatively transformed and new to modern society destructive phenomena of homelessness, alcoholism, drug addiction, underage prostitution, growth of informal youth groups, religious sects, gambling, computer addiction, etc. both a-, anti-social realities of post-Soviet society and the development of a coherent pedagogical model of preventive work with children and young people in educational institutions [9, 10].

Another thing is whether applicants have a real opportunity to fulfill the requirements of the system imposed on the financial level: meaning official payment of papers, conduction of an experiment? And what is the potential of today's postgraduate students, job seekers, are they the most talented and promising graduates? Alas. Those really pedagogically gifted, as a rule, are more adventurous

they find a high-paid job. Either the most capable or affluent people often stay at the departments. So, whether universities are given the right to self assign academic degrees or not, the quality of dissertations is unlikely to change.

To summarize, it should be noted while the adjustment procedure of a degree awarding in pedagogy is being considered at the level of an individual issue, and not in the context of a holistic educational process, radical positive changes shouldn't be expected. Pedagogy should be equated to the priority areas of scientific knowledge – otherwise, all the attempts for the recovery of Russian life will resemble the primitive 'patching holes'.

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