

Upcoming trends of educational systems development in present-day conditions

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Abstract: This article presents forecast questions of educational systems' development in present-day conditions. Basic fundamental principles of forecasting in educational sphere are presented in this work. The analysis of advanced time education, science and education integration, social institution of upbringing and projective approach to education is given.

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Introduction

In conjunction with social and educational modern tendencies a strategic development problem of educational systems becomes the problem of the day.

Main part

Intuitive approach, in itself, which obtained most expansion in present-day conditions, doesn't offer an opportunity to solve quickly sophisticating processes of educational development. Society has to pay higher and higher price for the situations of strategic development absence, which may lead to an aim of creation of progressive educational systems with best results, in case one or another decision were not taken with promptitude, corresponding reformations, started in emptyrean. The education is a large, complicated and dynamically progressive system in public administration structure. As T.M. Dobrov noticed, an optimal control over developing system demands an availability of advance (forecasting) information about needs in prospect, opportunities and consequences of management actions. This, in particular, refers to education development management [1].

Forecasting function is one of main functions of education. Future foreseeing of educational systems is possible only at the basis of scientific approach to educational science research and related sciences.

Future education and pedagogical science forecasting in the environment of continuous multilevel professional education has just passed from description to scientific belief and research stages. Drawing on scientific forecasting researches, let's review forecasting peculiarities as the main function of education. Education development forecast should be considered as scientifically proven information, concerning its future. The content and realistic degree of such forecasting information is

defined by historical experience of education development, accumulated by humanity; knowledge and visions, peculiar to the present level of pedagogic; opportunities, which realization depends on the future generation.

Forecasting in educational sphere is connected with necessities of prospect state, social planning in economical, political, administrative, scientific and technical, cultural and artistic spheres, with priorities defining and decisions taking in sole scientific-educational and scientific-technical policy.

Deep and contradictory process of political, social and economical reforms is in Russian Federation. Societal development shift towards market economy, civil society foundation and democratic basis increase brought complicated problems to educational system, which solving fulfills in conditions of economic production decrease, intensive social stratification, values basis of basic and professional education revision.

Extremely complicated problems rose towards native education. On one hand, it is necessary to reserve strong points of Russian educational system, which allowed making Russia of XX Century one of highly developed in cultural relation, on the other hand, it is necessary to make educational system flexible and adaptive so that in new conditions, meeting the necessities and interests of an individual and demands of changing economy and evolving labor market, it preserved its role of one of the leading factors of community development.

In situation of crisis and uncertainty Russian education combines problem solving of system smooth functioning and their passage to the mode of development. In complicated economic environment of educational systems Russia demonstrated its stability, searching to be open and accessible, inner capability to adaptation in the interests of human, society and state.

We presumed that professional education is a key factor of human resources perfecting, that it's aimed at to make a foundation of personality commonwealth and develop human capabilities to effective and qualified self-realization in conditions of social security decrease and responsibility increase.

Present research is an attempt of complex analysis of professional education systems, finding the most probable ways of their reforming in broad economical, pedagogical and social contexts.

Educational system in the current context should be considered as an integral system, which is an integrant of broader social system in the same time.

It is known, that educational system is one of the most important social institutes. It provides not only human inclusion to knowledge of surrounding world, but it also forms his world outlook and moral stand position. At the cusp of XX and XXI Centuries the world outlook, in particular, and educational function of the educational system are gaining determining significance.

Modern society more and more acknowledge the necessity of forming in human mind a new world understanding and scientific world view, which is adequate to the last achievements of fundamental science. Without this a man won't get oriented in more and more sophisticating world, won't be able to understand the reasons and possible impacts of many global modern processes, adequately acknowledge its place and role in further evolution of nature and society [2].

That's exactly why, in recent years, the growth of educational role in further process of social development is more and more clearly acknowledged. With this, the educational system is more and more accepted not as the most technological, social and economical development factor only, but as strategic factor of society's survival in terms of global crisis.

The education becomes the most important and top-priority function of the commonwealth. Remember, what Aristotle said in this regard: "Education is a function of the Commonwealth, fulfilled by it for well-defined aims achievement". The President of the International Higher Education Academy of Sciences, V. Shukshinov high lightened the education priority: "The leader of the XX century will be the nation, which creates the most effective system of education, which will be able to provide an uninterrupted growth of human capital quality, expressed in knowledge, skills, spirituality and morality of people" [3].

The research of social and economical development tendencies showed, that one of the most

important aims of modern education is to make people ready for new life conditions, which bring fast drawing near future. Constructive, against this background is the idea of looking-ahead education, offered by the President of The International Academy of Noosphere, A.D. Ursul. In his opinion, "looking-ahead education is a logical consequence of existence forestalling by conscious in the period of social passing to the model of sustainability and controlling formation of noospheric civilization".

Realization of looking-ahead education idea supposes reorganization of its existing system, with this, fore standing changes should be radical enough, since first of all it is expected to change the education content, its' aim orientation. The education should be called for not only by already changed for human in socio-economical and information environment conditions, but those new global problems, which apposes the coming XXI century before the humanity [4].

Close and operative organizing of interactions between the educational system and fundamental science is essential. Existing in present time transmission delay of recent fundamental science achievements to educational system, which gains 7-8 years, for highly dynamical conditions of civilization development is absolutely unacceptable in XXI century.

The idea of fundamental science and high education integration dates back to Peter The Great: In January, 28, year 1724 tsar, the reformer confirmed University- Science Academy – Gymnasium. Successful development of this triad was aimed, according to Peter's intension, provide Russia's future as the Great World Power.

New strategy of science development gives the priority to researches, having significance for the prospect of the world community existence itself, and its stable and safe development. The science assists not only the progressive education development, but also the society in general.

Most important principles of state scientific policy are: rest on civil scientific potential; scientific creation freedom; development of fundamental scientific researches stimulation; innovation activity stimulation and support; conditions creation for scientific researches and developments, aimed to provide national security of the country; science and education integration; entire system of qualified scientific stuff of all levels training development; intellectual property of explorers protection; economical conditions forming for a wide range of science achievements usage; to rise prestige value of scientific labor; advocacy of modern scientific achievements, their importance for the future of Russia.

The main goal is to raise the quality of professional labor through:

- development of concepts, programmes and projects, innovative training courses, aimed to problems of fundamentalization and educational systems' quality rising solving;
- pedagogues and managers of educational institutions for scientific and pedagogical activity training, cause from the worlds outlook and training level of engineering and pedagogical staff mostly depends a success or a failure of educational development;
- development of learning and teaching provision of educational process, based on the novel scientific achievements, which have general educational or applied meaning.

One more way of outstrip education principles realization is connected with a character of content statement of traditional study courses changing. The essence of such changes is in making these courses content much more information about development trends of this or that area of scientific knowledge and its connections with other prospect trends of science and practice development, which will be the most actual for conditions of the XXI century as well.

As we may see, the aspect is made at the integration, innovation processes, knowledge integration, in particular, which leads to essential changes in their structure on the basis of sciences' interactions. These most important questions are present in formulation of many organizing-content problems of professional education, its present and future condition.

From the point of pedagogical aspect of a problem we consider, the most important factors of educational system development are: education fundamentalization, natural and scientific and liberal education integration; humanistic orientation; flexible problem-based learning; creative informational technologies; distance education; available data bases; telecommunicative technologies.

From the point of professional education such factors are: scientific knowledge integration (social, economical, technical, technological, pedagogical, psychological, and physiological); professions and education content integration; interdependence of science, economics, production and education; socialization and professionalization of specialist-professional personality; multilevel uninterrupted professional education of workers and specialists in integration professions; training of workers and specialists for market economy priority trends provision.

New conditions of human existence in XXI century and the necessity of many global problems

solving persistently claims changing of existing in present day priority and moral values scale in society and much more attention to the problem of moral education – one of the most important modern global problem, which meaning will rise in years to come.

That is why prognostic tendencies of education are directly relevant not only to educational institutes' development, but also to establishing of the whole social and political, cultural congruent, social, production, mental and moral development.

Mental and moral development establishing of children and youth, self-determination of their living becomes the most important constituent of social development.

In this connection, rising of social status of social upbringing institute, renewing of educational process in educational institutes at the basis of native traditions and modern experience, educational space entity and variety provision, strengthening of upbringing mechanisms are essential.

The main attitudes to upbringing organizing are:

- Organizing of upbringing process, based on the "Education Act", is considered as an aimed activity, accomplished in frames of educational system, directed at free personality development forming, supporting it in life self-determination, upbringing of qualities of patriotic citizen, professional worker, family man and parent;
- Personality-oriented attitude to upbringing provision, support of traditional and searching for modern upbringing technologies with taking into account students' age peculiarities, ethnocultural and regional traditions;
- Moral qualities forming, professional interests, civil position at the basis of entire humanistic values, patriotic pedagogical traditions and modern experience.

This way, as the research showed, strategic priorities of education are consist in its straight connection with social and professional socialization; spiritual and moral values of the all humanity forming. In B.S. Gherhunovky opinion, strategic priorities of education are connected with processes of "entire picture forming of materialistic and spiritual worlds, which surround a man and help to acknowledge the belonging of each to the entire human community, transmission of spiritual, cultural and moral values from generation to generation" [5].

Acknowledge of education as global state, social and personal value serves as new mental paradigm, defining our world vision and pedagogical position.

Process of forming and education of a man changes him and his environment as a form of life activity. Education is a changing of human world vision, his

attitude to things and other people; this is a changing of a man himself and the world, which he perceives. World acknowledgement becomes an expression of human essence, cause in dependence of his world perception and acknowledgement appears his essence.

Such understanding of human education is possible if a subject of education becomes a man himself – this is a view at the education from the point of view of a man, who study, learn and explore the world. He does not only expand his mind which means the education getting, but educates the world himself: he forms his own understanding, his own world and his place vision, his way in this world.

Education in such understanding is a projecting his life activity by a man, educational sphere is an area of social life, in which conditions, necessary for such projecting are created.

Such “project approach” to education (G.A. Ilyin) comes not only to education in educational institutes by pedagogical methods, but is also understood as a life activity process, running during the whole life and consisting in forming of the knowledge about the world, based on the information the person gets [6].

Widened understanding of education affords to consider various kinds of social activity as specific forms of uninterrupted educational projecting. As such form in research serves scientific activity, in which constant knowledge renewal on the obtained information basis is a necessary condition of scientific qualification reserving.

A special meaning gains distance and online forms of education. The organizing of tight and operative communication between educational system and fundamental science is essential. Present time existing delay of last fundamental science achievements to the educational system, which makes up 7-8 years is absolutely unacceptable for highly dynamic conditions of civilization development in XXI century, notices Kinelev [7].

Considering realization practice of this process in the world educational community, we may notice, the forming of a new technological platform of education, with mass public online courses of Ministry of Environmental Protection, as the key elements, which afford fulfillment of simultaneous organizing of educational process for thousands of students anywhere in the world [8].

Such peculiar form of project education becomes modern production, which is process of it claims nonstop modernization and it claims constant stuff advanced training.

Education in a form of scientific and work activity turns to be directly included in human vital processes and gains originally uninterrupted

character. Education in such form directly meets educational necessities, arising in a daily life of a person, in concrete social environment.

Understanding of education as new concepts production, concept notes and projects also supposes a clear acknowledge and compulsive research of social context, for which the project is getting prepared and in which it will be fulfilled. Only such consideration of social conditions makes a project realizable and self-sustainable in desired conditions.

In the context of the problem we considered, the role of advanced function of pedagogical science becomes the most important.

Holistic approach to understanding of “society and education” system finds its expression in new trend of the education essence understanding in prognostic tendencies of its development.

A great impact in given problem consideration made S.J. Batyshev, A.P. Beliaeva, B.S. Gershunsky, G.A. Ivanov, G.L. Ilyin, V. Kinelev, K.K. Kolin, A.M. Novikov, A.I. Rabitsky, V.P. Solominin, P.S. Heyfets, A.H. Shkliar and others.

Thus, E. Hanushek notices, that “education is not free in choice of its perfection ways because of many things are set by outer tendencies of the development of science, technique, economics tendencies, geopolitical circumstances, socio-cultural traditions and other”. Socio-economical reorganizations obligate call for reconstruction in educational system [9].

According to B.S. Gershunsky opinion, the prospects of education development “must be based on the analysis of those objective factors, which characterize complicated and contradictorily process of development, positive and negative tendencies of social development should be taken into account” [5].

S.M. Markova highlights “dependency of our civilization from those capabilities and personal qualities, which are formed during our education” [10].

With this, the research showed that the problem of interdependence of society’s socio-economical development and education is studied insufficiently.

System approach to the given problem solving is based on considering of general world and civil trends of socio-economical development and their influence on professional education. This process finds its expression in systematic influence of society socio-economical development on structure, character, production content, production and technique and social demands to educational level of population changing.

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