



## **Sociality and Person-oriented Approach of Modern Education**

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### **ABSTRACT**

The urgency of the specified problem is determined by the relevance of vocational education at different levels: personal (subject level), social (society level), state (national level). Therefore, the problem of sociality and person-oriented education as a social phenomenon in the Russian Federation requires further investigation in a new social and economic reality. The purpose of this article is to develop structural features of the scientific concept "sociality" and their interrelationship with person-centered education based on the identification of internal contradictions (self-contradictions). The leading method used to research the above mentioned problem is the categorical row method. The essence of this method is in the determination of the basic category in the process of pedagogical analysis, which possesses an internal contradiction - the core of the row and then other categories related to this basic category are determined. These categories are elements or row categories acting on the pendulum principle. Structural features of the scientific concept (category) "sociality" are different bases of social demand formation for education, determined by the person's needs to get education and needs of society in literate and well-educated professionals working in different fields of human activity, as well as educational levels of various social groups. Practical significance of the findings of investigation concerning the interrelationship between sociality and person-oriented education is in identifying internal contradictions (self-contradictions) specifying the degree of person's need to consume educational services and render those services in individual and social forms.

**Keywords:** Education, Sociality, Person-centered Education, Social Demand for Education

**JEL Classifications:** A23, I23, I26

### **1. INTRODUCTION**

Modern Russian society is in the process of constant change, which is impossible to define by a fixed having a single meaning term. Political transformations and perturbations, as well as economic reformations caused some changes which social character is determined by striving for internal stability, which, in turn, is the guarantee of development and progress.

Educational institutions are essential parts of a country and society and the education system satisfies needs in learning and education at three different levels: National, social and individual and is responsible for fulfillment of social demand for education. Inhomogeneity of a social demand is determined not only by the

above mentioned levels (state as a political state; sodium as a stratified system), but also by changes that all sectors of Russian education are currently undergoing.

Over the last decades (2005-2015) there is a sustainable tendency in educational research conducted by the Russian scientists to emphasize the importance of a person oriented learner-centered approach in education associated with individualization, differentiation and professional orientation (vocational guidance) of educational services declared by the Federal law of the Russian Federation on Education.

The multi-vector content of the category (concept) "education" allows interpreting it as an individual life goal, as a result of

activity, as institutionalized part of a social system, as a process of learning and education, as a result of a process, as a person's trait and etc. However, person-oriented and learner-centered nature of education as a life goal and result of activity determining the education quality comes into antagonism with the social nature of education as a system and public way to organize learning and education.

Determining the attitude of a state, society or person to education, we consider as reasonable to use the term "sociality of education," since the efficiency of educational institutions depends on the synergy of numerous factors concerning relation between society and personality.

The concept "sociality of education" emerged in XIX century (Disterweg, 1962), kept developing in the first third of XX century and is developing by modern German scientists (Flosser, 1998). However, the concept "sociality of education" is polysemantic and still not completely investigated. Its versatility is associated with the identification of interrelations and multi-level feature of subconcepts: person's needs and needs of society in education; person's needs and needs of society in educational services; training goals produced by society and individuals; the selection and limitation of instructional content; relevant educational technologies; the outcomes of education for society and personality.

## 2. METHODOLOGICAL FRAMEWORK

### 2.1. Scientific Methods

The method of categorical rows has recently been introduced in pedagogical science. This method has been known in philosophy since 1976 (Barulin, 1976) and got its further development in 90s (Razumov, 1997). This method was introduced in theoretical pedagogical studies in 1997-2013 (Alekseev, 1997; Mavrina, 2000; Mavrin, 2013).

The category "sociality" is considered as a certain general scientific category (concept) from the category "part," as a generalized pedagogical category from the category "common," as a manifold general scientific category from the philosophical science. Studying the general scientific category "sociality," it is necessary to determine the place of this category in the categorical row of some other general scientific categories: "relation," "system," "social institution," "and structure." We used the method of categorical rows by the analysis of relation between social categories in order to determine the type of educational demand.

The interest to the categorical row of the concept "sociality" is determined by its ability to consider trends of its development, where only one trend will be priority. If necessary, it can be represented graphically.

Personal orientation of educational process, individualization of technologies, differentiation of the content of educational activities also require investigation and justification of its external and internal contradictions which are in the correlation of measures concerning individual and public, personal and collective. The versatility of sociality as a characteristic of modern education is

a determining factor of its interrelation with personal orientation as an attribute of education.

### 2.2. Literature Review

Sociality as a characteristic of a modern sodium is structured in different aspects: The correlation of concepts "culture," "sociality" "activity" in economic context (Kuzevanova, 2008); in the context of innovative pedagogical science; in the context of social relations (Petrova, 2012); in the context of culture (Romakh, 2014); in the context of the genesis of concepts in a categorical row "human being (man);" "personality," "individuality," "sociality," "society" (Mavrina, 2000; Semenova, 2013).

The stratification of modern Russian society caused by different problems results in the contradiction of life aspirations by different social groups and strata: workers, peasants, the intelligentsia; businessmen, non-manual workers (employees), management personnel.

Social spheres such as public health, legal service, education by the declared externally equal approach to all members of society, in fact, differentiate their service offered to people.

However, different social services, where the leading place is taken by educational services, are fairly controversial and these contradictions are caused by different levels of requirements, targets, and perceptions of education outcomes by sodium as a whole, as well as by country (state) and its citizens.

Therefore, the features of education such as sociality and personality orientation are reasonable to consider as complementary.

### 2.3. Structuring the Basic Categories of Study

Let us consider some components of the phenomena "sociality" and "personality orientation" in education more thoroughly through the elicitation of internal contradictions.

#### *2.3.1. 1<sup>st</sup> contradiction between person's needs in education and needs of society in educated and literate people (the increase of educational level of different social groups)*

The problem of educational needs was thoroughly studied and discussed at the end of XX century and the beginning of XXI century in philosophy, sociology, pedagogics, psychology. Some scientists described and analyzed the concept and classification of social needs and also showed the stimuli of their formation. Educational needs were considered as personal-spiritual (Ginezinsky, 1997). Conditions and factors of needs development in education were substantiated (Diligensky, 2002); the problems of needs formation in self-improvement through education and ability to self-development through the development of needs sphere were analyzed (Myalkin, 1983), the relation between social demands and needs in education was determined (Lavrukina, 2002).

Educational demands concerning content and cognitive aspects of members of society according to some researchers have become more complicated within last 30 years. There is a tendency of purpose-oriented demands of some certain citizens and social

### 3. RESULTS

strata for educational technologies (high-efficient, psychologically comfortable and ergonomic at the same time). The needs of a state declared by a demand reflected in some state legislative acts, concepts and programs of different levels (Federal law of the Russian Federation on education, the concept of long-term social and economic development of the Russian Federation till 2020 (chapter 3.3: The development of education), (National doctrine of education in the Russian Federation till 2025) are not always put into action in the same edition as they were adopted in the above specified documents.

#### *2.3.2. 2<sup>nd</sup> contradiction between person's needs and educational services and between a state and sodium in the development of educational services*

The philosophical category "necessity" is viewed as a logical category, which reflects regularity of the order of events, which are tightly coupled with each other and result from each other. The relation between the levels of necessity as existence of some phenomenon, feature, and processes was investigated in philosophical science.

Methodological aspect of the analysis of social needs logically specifies the problem of person's need and his environment in realizing his needs in education. Since a person (personality) is a member of a society, who lives under the conditions of statehood, therefore, a state itself determines the factors of development of some particular social spheres. One of them is educational sphere. Rakitov (1994) notes the availability of relation between the levels of state stability during a real historical period and the necessity to initiate some actions aimed at developing educational sphere. The less stable political, economic and social spheres are, the less the necessity is to develop educational sphere.

#### *2.3.3. 3<sup>rd</sup> contradiction is specified by social demand for educational content and technologies used by educational institutions*

Modern pedagogical science and practice suggest using more than sixty educational technologies being described and justified. About ten of these technologies are actively used (according to their frequency, time and efficiency) in educational institutions in Omsk, 15 of them are occasionally used, and 5-7 of them are very rarely used.

The problem of the development (production) of educational technologies in educational institutions and issues related to the assessment of their efficiency and permanence of their application claim some special attention. The following problem should also be thoroughly considered. This problem is associated with person's needs and needs of some certain social groups (e.g., disabled people with limited health possibilities) in those educational technologies that are not used, cannot be offered or are offered in limited versions and sometimes only under certain conditions (commercialized versions of technologies). Sometimes those technologies are not available to learners. Thus, the following technologies: Individual, individualized training and the construction of various individual educational trajectories should be widely used.

#### 3.1. The Procedure for the Study

The study of the problem associated with the sociality of modern education was conducted in Omsk over a period of 1994-2000 and 2005-2015 on the basis of different educational institutions (46 educational institutions, including municipal and non-governmental comprehensive schools, primary schools and institutions of secondary vocational education, educational centers, technical universities and institutions of higher vocational education). 3000 pupils and students, 1300 parents, more than 700 teachers and lecturers were involved in this experiment.

#### 3.2. Analysis of Statistical Data

Upon the results of the conducted research concerning person's needs and needs of society in educational sphere the following conclusions were made: The predominant individual needs in 1994-2000 were the needs to get knowledge, master skills and habits, to get general high-level encyclopaedism, to realize potentials to get vocational education in several professional fields (second and third vocational education). Moreover, some needs became the predominant ones for the members of different social groups: The need in education as a means of social protection, support and compassionate benefit, the need in education as a mechanism of social status and social prestige regulation, the need of educational level which can guarantee decent living standard.

The results of the research conducted over a period 2010-2015 showed changes in individual spectrum of citizens' educational needs and showed their interest to horizontal professional mobility during their vocational training.

The research conducted over a period 2005-2010 showed the tendency of the possibility of professional mobility under the conditions when the person has a chance to major in some certain specializations, to get some additional (extra) qualifications and be able to acquire techniques to change their vocational sphere.

The research done over a period of 2011-2015 is based on the premise articulated in the Federal State Education Standard according to the principle of correlation between competence education and recourse of person's horizontal professional mobility.

In both cases mobility "works" as person's individual and social status, and is aimed at interests of state and society development and prosperity.

What is the dynamic of society and educated citizens' needs? It is reflected in the data of the demand for specialists in a local (regional) labor market (graduates of secondary and higher vocational institutions according to Omsk Regional Statistical Yearbook, 1994, 1998, 2000, 2002, 2005, 2010, 2014) (Table 1).

According to the given data the demand for graduates of vocational education institutions has considerably decreased in the following fields: Technical sector, services sector, economics, jurisprudence, management, psychology, tourism. The data show growth of

**Table 1: Dynamics of the demand for graduates of educational institutions in the Omsk Region labor market (1994 – 2000, 2010 -2014)**

Kinds of demands	Demand in accordance with the branches (% from the number of graduates) 1994-2000	Demand in accordance with the branches (% from the number of graduates) 2010-2014
Education	56.7	89.2
Medicine	56.7	89.2
Technical (engineering) sphere	56.7	89.2
Juralsphere	56.7	89.2
Economy	56.7	89.2
Informatization	56.7	89.2
Psychology	56.7	89.2
Social work	56.7	89.2
Management	56.7	89.2
Tourism	56.7	89.2
Service sector	56.7	89.2

the demand for specialists in the field of medicine, information systems, social work.

However, the saturation with specialists in those fields, where the lack of professionally-trained personnel is observed, leaves much to be desired. It can be explained, first of all, by the resource base of the above mentioned fields, which refer to budget organizations.

The degree of person's necessity in educational service consumption is expressed by the demand for education, both in individual and social interpretation. Based on the study of Russian scientists (Bestuzhev-Lada and Namestnikova, 2002; Bobrov, 2001; Gurinovich, 2006), we have distinguished three types of social demand for education:

- Vocational-didactic (or vocational), considering education as a pre-requisite (necessary condition) to be successful and achieve stability;
- Personality-educational, where education is necessary for a person, because it is an instrument for surviving due to vocational multidisciplinary character;
- Intellectually-educational: Within this type the necessity to get education is exaggerated till the goal "education for the sake of education."

The dynamics of the types of social demand correlation in Omsk region over a period of 1994-2014 showed the following results: a) 1994-2000. The ratio (correlation) among vocational, personality-educational and intellectually-educational demands constitutes a ratio 6:2:2, which reflects, on the one hand, the traditional trends of educational needs of citizens in vocational education existing in the USSR and after 1991. On the other hand, the obtained ratio shows fairly high proportion of personality-educational demand, which is, from our point of view, the consequence of two possible reasons: Dissemination of information concerning the necessity of vocational mobility increase of educational institutions graduates, which was not supported over the considered period by the possibility of students' academic mobility during their training period. As a result, there

was a tendency among university graduates to get second and often third education (secondary and higher vocational education).

The second reason was economic crisis in the Russian Federation in 1998 with the tendency of marginalization of social groups of educational institutions graduates provoked by devaluation of government obligations, declining of industrial production level, demographic decrease and some other factors resulted in the reduction of the demand for specialists. The intellectual type of social demand for education was noticed by 20% of people taking part in our experiment, studying according to different educational programs. This index was very high for Russia and could be connected with post perestroika state of public perception and perspectives offered to young people due to the enhancement of possibilities to continue education abroad within the framework of international educational programs.

In 90s of the XX century many Russians were sure that if they get not only "basic" vocational education but also some other specialties and additional qualifications they will be in demand in the labor market in Russia and abroad.

b) 2001-2008. The proportional value of the desired ratio constitutes 4:5:1.4:5:1. The share of personal demand for education increased compared with the previous period and hence, there is a growth of need among young people in academic mobility, ensuring their vocational mobility as future specialists. The proportion of vocational-didactic demand decreases, which is caused, on the one hand, by slow pace of recovery and development of productive capacities (technical education), the consequences of demographic situation existing in 90s (medical, pedagogical education) and, on the other hand, by rapid pace of the reduction of the number of primary and secondary vocational educational institutions and opposite tendency which was characterized by opening and developing of new branches (affiliates) of the major large Russian universities. Intellectually-educational demand becomes the lowest distribution caused by declining in living standards and the reduction in financing state-funding places in universities. For instance, in 1991 in Omsk with population of 936, 8 thousand people there were 7 universities, while in 2008 when population reached 1125, 2 thousand people there were 20 universities.

c) 2009-2014. The ratio of three types of demands for education was 6:3:1. It can be assumed, that the cause of this abrupt increase of vocational type demand is the transfer of higher education system to multilevel basis according to regulations of Bologna Convention and adaptation of higher vocational training existing in the Russian Federation to European and world standards. Bachelors' academic mobility is difficult and almost impossible within the framework of any educational program. Narrow specialization in legal, economic, pedagogical and some other vocational training is unnatural for Russian tradition to use specialists at their working places. The reduction and interruption of educational programs allowing students to get specialization, additional specialty and qualification and hence, to increase young specialist's vocational mobility concerning his seek for a working placing according to the diploma led to decreasing social security of vocational institutions graduates. The proportion of

personality-educational demand has a strong tendency to decrease, which is caused as it was mentioned above by declining in living standards and quality of life and increase of number of marginal segment of the people who don't have money to provide quality secondary education to their children (average and high grades in centralized testing). This resulted in reducing possibilities for the part of population to get state-funded places in educational institutions of different levels. Today, this category of young people has more chances to get qualitative vocational education in the secondary vocational education system. This is the feature of vocational-didactic demand.

2012-2015 are characterized by decreasing youth interest to vocational activity and the emergence of so-called "market person" in the labor market able to prompt adaptation to vocational activity with high income and, therefore, this person is not interested in getting high professionalization, since it is expensive and time-consuming (Mavrin, 2013).

The represented data can be interpreted in the format of extrapolation of social-economic, political and cultural factors, conditions and events which occurrence and existence determine the individual needs in getting education of Russian citizens living in a large industrial center of Siberia.

#### 4. DISCUSSIONS

Some scientists were concerned with the analysis of a social demand for education (Bobrov, 2001), interpreting it as the reflection of educational needs of society, personality, state, region and etc. Modern studies of the problem associated with social demand can be classified as follows: A demand for general secondary education (Boyarkin; 2003; Samorodov and Samorodova, 2014), social demand for staff training (Aksyutina, 2011), person-centered social demand (Skudareva, 2015); sociological study of social demand for education (Zhirina, 2014).

The problem of correlation between the person's need in education and the needs of a state and society in educated citizens and the development of educational sphere on the whole is insufficiently explored. The main contradiction of the given problem is as follows: Person's need in educational sphere is considerably broader than the needs of a state and society in educated citizens at a certain moment of history.

#### 5. CONCLUSION

The need of society and country in literate and well-educated citizens reflected in their demand for specialists in different industrial and social-oriented sectors substantially differs from the level of individual and citizens' needs who want to get vocational education.

Thus, sociality of modern education being one of its essential characteristics (features) requires the necessity to resolve a wide range of contradictions.

Person's need to get education is considerably deeper and

broader than the needs of a state and society to develop educational institutions able to provide academic mobility and, as a consequence, students' vocational mobility. Person's needs of a person are formed in the system of social relations, where educational institutions are the main components stimulating these educational needs and developing them. However, these educational institutions have lack of high efficiency technologies to satisfy these needs. Social and educational institutions do not possess some special mechanisms able to identify, master and develop individual demand for education, and, hence, are not aimed at correlating government demand (state demand) with individual (personal) educational demand.

The resolution of above mentioned contradictions is possible by planning scientific prognostic research aimed at investigating personality orientation and sociality of the demand for education and by studying educational needs of a person and society as a whole in the national interest.

#### 6. RECOMMENDATIONS

The materials of the given article are significant for researchers (postgraduate students, doctoral students, and scientists) dealing with the problem of differentiation of social demand for education at the level of a state, social group, person (individual), as well as for administration busy with the design and planning of education systems in large regions. This social demand is reflected and transmitted to society through education systems existing in a wide variety of forms and levels.

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