THEORETICAL AND PRACTICAL BACKGROUND OF THE EDUCATION OF STUDENTS OF A TECHNICAL UNIVERSITY

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ABSTRACT

The article analyzes the problematic trends of education of students of a technical university at the present stage, reflects their historical aspects. It actualizes the goals, formulates the tasks that the technical university sets itself today in the issue of education, including the development of personal self-awareness, the upbringing of a professional and political and legal culture, the formation and development of skills of a socially active, professional, personal and civic position of students. The work presents the solutions that implement the mechanisms of the student's personal development, moving along the path of intellectual, cultural and moral upsurge and improvement, gaining in the university the main socializing experience of becoming as a professional and as a person.

Keywords: Educational system. Educational work. Technical university. Personality. Self-awareness.

ANTECEDENTES TEÓRICOS E PRÁTICOS DA EDUCAÇÃO DE ALUNOS DE UMA UNIVERSIDADE TÉCNICA

ANTECEDENTES TEÓRICOS Y PRÁCTICOS DE LA EDUCACIÓN DE ESTUDIANTES DE UNA UNIVERSIDAD TÉCNICA

RESUMO

O artigo analisa as tendências problemáticas da formação de alunos de uma universidade técnica na etapa actual, refletindo seus aspectos históricos. Realiza os objetivos, formula as tarefas que a universidade técnica se propõe hoje na questão da educação, incluindo o desenvolvimento da autoconsciência pessoal, a formação de uma cultura profissional e política e jurídica, a formação e o desenvolvimento de competências de um social posição ativa, profissional, pessoal e cívica dos alunos. O trabalho apresenta as soluções que implementam os mecanismos de desenvolvimento pessoal do aluno, percorrendo o caminho de ascensão e aperfeiçoamento intelectual, cultural e moral, ganhando na universidade a principal experiência socializadora de se tornar profissional e como pessoa.


RESUMEN

El artículo analiza las tendencias problemáticas de la educación de los estudiantes de una universidad técnica en la etapa actual, refleja sus aspectos históricos. Actualiza las metas, formula las tareas que la universidad técnica se plantea hoy en el tema de la educación, incluyendo el desarrollo de la autoconciencia personal, la formación de una cultura profesional y política y jurídica, la formación y desarrollo de competencias de una sociedad Posición activa, profesional, personal y cívica de los estudiantes. El trabajo presenta las soluciones que implementan los mecanismos del desarrollo personal del alumno, transiitando por la senda del auge y superación intelectual, cultural y moral, adquiriendo en la universidad la principal experiencia socializadora del devenir como profesional y como persona.

INTRODUCTION

Analyzing and summing up the results of research in pedagogical science and sociology in recent years, we can state the fact that the modern student has no orientation vector that distinguishes an educated person, characterizing a personality from the standpoint of true spirituality: “showing interest in other people, processes in the country, the ability to empathize and engage in dialogue” (KARPANINA, 2007). Basically, modern communication and the manifestation of the interests of the younger generation is represented by simplified models of behavior, already limited by mundane goals, based on the usual pragmatics.

A modern technical university updates today the setting of goals and activates the solution of the arising tasks by implementing the mechanisms for personal development of each individual student, moving along the path of intellectual, cultural and moral uplift and improvement, because only within these walls, future engineers, professionals receive serious socializing experience of becoming both a professional and a person. Moving along this path, he certainly realizes, rejects or accepts values that are especially necessary and important for a certain society.

A significant problematic aspect of the education of students, especially of a technical university, is not the presence of uniform approaches to the organization of education, basic technological and methodological mechanisms of educational work, psychological and pedagogical attitudes, reflecting the current conditions of social development in terms of social, economic, educational and spiritual, but the question of how to correctly and reasonably distribute the extracurricular employment of students in a positive educational format and cultural and developmental conditions. Most of the students use this time as working time.

The urgent need to revise and radically change the goals, principles, directions, ideology that make up the platform for educating students is primarily determined by the fact that a technical university should and can help future engineers in the fight against insecurity and social instability.

METHODS

Analyzing the problematic trends in the education of students of a technical university at the present stage, it is important to reflect their historical aspects. For example, Plato, Aristotle, Rousseau and others, are the founders of Western European antique and classic pedagogy of education. Plato and Aristotle identified education and the formation of respect for the law, public and state order. Rousseau considered freedom of personal development and the creation of conditions for self-expression as the basis of education (ALIEV, 2011).

The foreign experience of pedagogical science is fully represented in the theory of education of the German teacher G. Kerschensteiner, who insisted on the importance of a purposeful personality formation. Domestic pedagogy of upbringing reflected its goals and objectives in the works by A.N. Radishchev, V.G. Belinskii, N.G. Chernyshkevskii, N.A. Dobroliubov, A.I. Gertsen and others.

The formulation of the idea of nationality in the domestic theory of upbringing belongs to such classics of pedagogy as K.D. Ushinskii, in which the author relies on the uniqueness and out-of-the-box nature of the national mentality, factors that develop self-awareness, and the upbringing of a Russian citizen.

The formation of the leading qualitative characteristics of an individual was based on a value basis arising from the prevailing worldview in a particular society, understanding by the person its essential role and function represented and implemented in society.

In his writings, K.D. Ushinskii focuses on the fact that each specific people, having their own traditions, language, culture, concept of an ideal person, insists on receiving this idea from the process of upbringing in their own conditions. The ideal always reflects in itself the character of a particular people, depends on the life of society, progresses and improves in parallel with social development (ALIEV, 2011).

Before the revolution, pedagogical science set itself the goal of raising a “faithful son of the Fatherland”. According to P.F. Kapterev, typical examples of the civil ideal for that time period were considered the vital activities of great people, such as tsars, “holy ascetics, defenders of the Fatherland and strong-willed, patient sufferers for a common cause from the common people” (KARPANINA, 2007).

The history of the Russian state has developed in such a way that it has extremely required to play the main role in the life of a person and society. The close interaction of social and state development has made it possible for “statehood” to become a personal characteristic of a Russian person, having had a great influence on the Russian educational system in general and the process of educating the younger generation in particular. Moreover, it is
worth noting that the presence of the idea of statehood is characteristic of the educational system, both pre-revolutionary and Soviet.

Soviet education pedagogy presented by N.K. Krupskaia, A.V. Lunacharskii, P.P. Blonskii, as the founders, considered "education as primarily political education" (KARPANINA, 2007).

Despite the boundaries of the class approach, A.S. Makarenko more thoroughly and systematically presented and elaborated "ways of educating Soviet patriotism and proletarian internationalism, a communist attitude to work, collectivism and discipline" (KARPANINA, 2007).

V.A. Sukhominlinskii systematically generalized the experience of the theory and practice of upbringing in the Soviet school. The conditions of the organization of educational and upbringing processes allow the pupil to think, cogitate, manifest himself as "a person, as a citizen, as a hard worker, as a man". The priority role here was assigned to the personality position of the pupil, its formation, and also the family, school, children's public organizations and associations had an important role in the process of education (ALIEV, 2011). In the Soviet period, the goals of educating the young generation and their essence proceeded from the tasks set by society, first of all, in the process of development. Thus, the meaning of upbringing and all-round personal development was presented as a synthesized path to a harmonious balance of mental, aesthetic, physical and moral development of a person, in a close and balanced organization of the interaction of his structures: psychological, biological and social (ANDREEVA, 2008).

The goal of domestic pedagogical science in terms of education at the present stage is to prepare young people, including students, for active life in the state and public legal and democratic field. The content structure of education depends on its goal, which is determined by the level and dynamism of social development, as well as its characteristics. The state of the socio-economic, spiritual and political spheres of the life of society, including the characteristic problems of a global scale, is also important for this issue.

The change in social ideology has brought about significant changes in approaches aimed at the formation of personal qualities. The emphasis is put on public activity, responsibility and duty to one’s country and people, an indifferent attitude to the current and future situation in the country and the world, disinterestedness in protecting the interests of society. There is a direct connection between these qualitative characteristics and moral categories, which are honesty, humanism, collectivism, patriotism. For an individual and for society, the upbringing of the listed qualities is equally important, since they make human life more meaningful, more fulfilling.

The upbringing of student youth is extremely important for the progressive movement of society. Such qualities as initiative, conviction, professionalism, etc., are especially aimed at this. As for our function, the conducted research requires identifying and refining the signs and benchmarks that will allow us to avoid extreme points in the future and avoid previous mistakes: to educate not just a law-abiding person, but primarily an independent person able to realize his role and purpose in this society.

The main task of education in modern conditions is to make “the interests and goals of society an integral part of each person's own convictions” without compromising personal interests and needs (KARPANINA, 2016). Based on the above, we can say that the technical university today formulates the following urgent tasks in the matter of educating students: to develop self-awareness of the student's personality; to educate the professional and political and legal culture of the student; to form and develop skills of socially active, professional-personal and civic position of students.

The general education system singles out, as a separate line, the education of students in a modern technical university. Young specialists, future engineers should be qualified for activities in life and profession, synthesizing the connection between the knowledge gained and the duty of a citizen, personal interests, the interests of society and the profession, while the path of personal and group identification is carried out indirectly through respect and attachment to their country and professional business.

Labor education is of no small importance for a technical university in its conditions. This is a constituent element of the upbringing of students, in view of the fact that the priority of labor activity is still an integral and sufficient means that directly contributes to the mental and moral personal development.

However, recent research practice indicates a rapid decline in the importance of work and professional activity for the younger generation. This also applies to work in a profession, as well as a lack of due attention to future labor prospects. There is an upward trend of the role of material and household values, as well as a narrow interest in their own welfare. Unambiguously, exclusively economic goals and personal motivation prevail.
Structuring the value orientations of future engineers during the period of study at a technical university showed that at this stage students have priority in values-means, practically excluding values-goals. Characterizing the current situation, we can say that, on the face of the reshaping of the value and motivational foundations of labor. Decreased internal readiness for labor and production activities is manifested. Specifically, work, related work activity, interest in work is not manifested among the younger generation as an indicator of success in life. A certain proportion of young people do not consider this a qualitative indicator of their personal life, and therefore ceases to be an important value characteristic of life in the generalized hierarchy of their value orientations.

Love for work and opportunities in a professional business take a back seat when assessing success in life, giving preference to attitude and understanding of target and semantic life attitudes in a lightweight and superficial version. A certain part of young people is aware of work and the activities accompanying it not as a favorite business or personal development and improvement, but connects it, first of all, with the opportunity to improve their financial situation, to ensure a stable monetary income. The contact of young people with the attitude to the profession, professional activity, and finally to work as a spiritual and moral service, forms and constitutes a weighty alternative to the cults of the "consumer society", allows them to develop such valuable qualities as an active desire to be realized in productive work for the self-development of the individual, and also, no less important, for the benefit of the development of society as a whole (KARPANINA, 2016).

In modern conditions of crisis and complex socio-economic relations, knowledge of the principles as the basis for social relationships is able to positively affect the education and development of future specialists, professionals, stimulating and improving the psychological climate in student groups.

The well-known phrase of N.I. Pirogov, who says that "everyone who is preparing to be useful citizens must first learn to be human". It is no coincidence that the Russian reflection of the "idea of the university" is as subtly and clearly spelled out in the famous work of N.I. Pirogov (1810-1881) "A University Question", where the author considers the university "the best barometer of society", he defines that "the direct purpose of our universities is to be lighthouses, to pour light into large spaces and therefore to stand high and shine". It is necessary to consider the fact that the universities of Russia in the XIX century in the conditions of socio-political struggle were practically at its peak (PIROGOV, 1985, p. 346).

The classic of Russian pedagogy gives priority to the education of morality: "All our morality, truth, goodness, light are teachings. And teaching without educating would mean anything else other than teaching". Teaching means primarily "to teach good" (PIROGOV, 1985, p. 372).

The exclusive connection of the college of professors with the studentship determines the educational value of the university. The professor's duty is "to educate your audience" (PIROGOV, 1985, p. 348) and, most importantly, to teach it to think: "you cannot reject the right to opinion from a thinking audience". According to N.I. Pirogov, "an academic university is unthinkable without the public opinion of students" (PIROGOV, 1985, p. 347). Thus, the upbringing of a personality capable of exerting a positive influence on the development of society is the inalienable duty of the university.

RESULTS

Summing up the above, based on the classical statements of the "idea of the university", it is possible to formulate specific conclusions.

1. The upbringing function is defined by the classics of the "idea of the university" as one of the main ones, and, accordingly, upbringing at the university, as an important element of national upbringing.

2. The content of scientific knowledge acquired almost absolute educational value, as this knowledge was the exclusive guide to truth. Domestic teachers considered the mental development of the student's personality as a potential developmental and educational vector of university education: "the education of the mind", the development of reason and intellect.

3. The leading role in the upbringing of the student's personality was given to the teacher, who was defined, first of all, as the student's assistant in advancing along the path of the search for truth. And the actual student is assigned a specific role of an active participant in the educational process.
4. Assessing and confirming the importance of personality upbringing, the classics of the “university idea” focused their attention on the spiritual and moral development of the individual. Thus, the entire content of university education and upbringing should be directed to the disclosure of human inner power.

5. Freedom of thought was considered the most important aspect of the education of the individual at the university, as it was supported with the autonomous position of the university relative to the state.

6. The early XIX century was characterized by the fact that the education of professionals in the university was recognized as a necessity. Nevertheless, there was concern on the part of scientists, warning against oversaturation with specialization, which, according to their understanding, does not reflect “the essence of the university and limits the integrity and breadth of perception of life” (PIROGOV, 1985, p. 347).

7. The founders of the “idea of the university” in their writings confidently built the trajectory of the university’s influence on the development of society. Back in the XVIII-XIX centuries, such an influence could be considered indirect, while in the XX century the focus on social progress was recognized as the key condition for the existence of a university. In addition, the question of “the moral responsibility of the university for the intellectual product” aroused sharply (PIROGOV, 1985, p. 346).

8. Developing domestic scientific thought, the “idea of a university” was rampant already at the initial stage and had significant social and political significance; “the university was assigned the role of a socially transforming factor”.

Understanding of the unity and integrity of the world finds its manifestations, first of all, in a rational and sparing attitude to the surroundings, a sincere desire to protect, improve, maintain the natural and spatial environment. A common opinion, a common view on the basic basis of the principles of ideological and ethical orientation is practically not present in the domestic society at the present stage, which significantly complicates and complicates the implementation of the problems, tasks and functions of educating the young generation, especially students.

The collapse of the standard manifestation of totalitarian thinking, formed and established in an earlier time stage of history, entails the need to recreate cultural and historical continuity in the content of the education of students of a technical university, preserving all the values laid down by the previous generation in the spiritual, moral and cultural heritage. A graduate of a technical university, as a citizen of a country, modern Russia, it is necessary and important to firmly feel the unified connection of generations “over more than a thousand-year history of the Russian public and statehood” (KARPANINA, 2016).

Thus, we can say that the essential content of the required and most important features of the personality of a student, a future young specialist is undoubtedly determined by domestic cultural influence, relying on traditions, the spirit of ideals of which is directed and strives in relations to people and the world around them to selflessness, goodness, truth, and beauty (SOROKINA, GURA, 2019. KARPANINA, GURA, RON, 2018. MARALOV et al. 2019; GURA, SAVINOVA, YUMASHEV, 2020).

A person inspired by such ideals cannot accept, support, and participate in destructive actions, as well as ideas associated with them, since in interpersonal and social relations in real life he is quite capable of resisting them (RIASHENTSEVA, 2011).

The young generation of absolutely any subject of our country is the main and most important social state resource. Specifically, the state and public attitude towards young people, especially students, determines the prospects for state and social development in the future. This allows us to conclude that the main condition for development has been and remains the education of citizens of a legal, democratic state, professionals capable of socialization, respecting the rights and freedoms of the individual, possessing high morality, showing national tolerance, respect for the languages, traditions and culture of others peoples (KARPANINA, 2007).

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