

Education, Science and Production Integration as a Condition of Dynamics of Social Interaction Stereotypes

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Submitted: Oct 30, 2013; **Accepted:** Dec 18, 2013; **Published:** Dec 20, 2013

Abstract: The article analyzes education, science and production integration as one of leading trends of modern society. Adaptation of a person to the new social order in education is linked to dynamics of social interaction stereotypes, adequate integration of science and production.

Key words: Education • Science and production integration • Technical and engineering education • Social interaction stereotypes

INTRODUCTION

Understanding of science, education and production integration has been deeply adapted by today public conscience. Extensive experience of solving problems of such integration is shared in Russian and foreign practice but it is not exhausted by it. It is proved for example by deficit of engineering and technical specialists in production. The urge to increase effectiveness of science, education and production integration made the search for new solutions a pressing problem. We consider it interesting to analyze the impact of integration on social interaction stereotypes. Taking the proposition of interrelated social interaction stereotypes and science, education and production integration as working hypothesis we analyze the problem of their relationship as well as the problem of presence and the lack of conditionality of effectiveness of integration by changing social interaction stereotypes.

Main Body: Integration may be seen now in all spheres of social life so it is characterized as the phenomenon of social reality. Different definitions illustrate fraternity in understanding of integration. In most definitions integration is understood as “process” - joining up and “result” - obtaining of the whole. Taking into the account that the whole has the characteristics of common, integral that were not characteristics of the parts that comprise the whole we may conclude that understanding

of integration in scientific works is reduced to the following: integration is the process of joining up that results in qualitative and quantitative changes [1, pp. 8-9].

We consider integration as one of modern trends in pedagogical development capable of making educational practice in correspondence with today social order in education. Defining the term “social order” we base on the provision according to which the order in education is “reflection of interests of those parties which requirements are satisfied in functioning of educational institution” [2, p. 6]. Demand of employees for workers is making absolute in understanding of the aim of professional education. Ideas of interaction of professional education and labor market, social partnership, professional training of workers is being propagandized [3, pp. 11-29].

Production and science that play the roles of interested party to the large extend define today the requirements to the quality of education. Science, education and production in interrelated and intercorrelated state are presented in theory and practice as integration components. For example, in Federal law “On the science and state scientific and technical policy” integration of science and education is marked out as one of the objectives of scientific and technical politics [4]. It is not supported in legislation like education, science and production integration but still it received wide practical expression.

Professional education, science and production integration are suggested to be considered in the most general view as processes which interaction is oriented on receiving new scientific knowledge, free and full development of personality as well as realization of demand on qualified labor force in labor market. These processes condition development of each other [5, p. 74].

Each process is cyclic in the logic of its development. Integration of analyzed processes is not exception. So their relative independence reduces with increase of education, science and production integration.

Drive to autonomy of any of them leads to decrease of interaction. Vivid example of this pattern is the period of reduction of the state role in managing of manufacturing facilities in 1990s in Russia together with redistribution of youth to liberal education.

Deficit of research worker, engineering and technical specialists in labor market on the contrary caused the necessity to integrate education, science and production and as a result led to the shift in priority in changing the future specialization to scientific and engineering education. Analysis of foreign experience allows us to mark a certain similarity in modern requirements to education the quality of which depends today on production satisfaction level in qualified labor. So the problem of provisioning of production in the USA with workers is solving from the level of secondary school where there are the courses of professional and technical training and professionally oriented education [6-8]. In schools of Canada education follows curriculums that join social and professional orientation with the study of technological disciplines [9].

Analyzing cyclic nature of education, science and production integration we may consider the dynamics of social interaction stereotypes as one of the consequences. For example now the stereotype of engineering and technical professional education as having a good prospect while the stereotype of high demand for economic, legal education is fading.

Let us consider in detail the phenomenon of social interaction stereotypes dynamics. Transformation of social conscience plays important role in qualitative and quantitative changing of society as unified social organism.

Social conscience is extremely complicated palette of opinions, values and views that is related to controversial ambiguous processes going on in society. The process of dramatic changes of mass conscience develops inconsistently and this inconsistency and ambiguity often

make a great impact in the place of a man in the life of the country in the characteristics of its political, social and economic behavior. Formation of the new and destruction of former political, social and cultural values, ideals and stereotypes have been going on last decades. Major part of society including the youth that lacks life, political, social and economic experience is unable to understand the events. We now are observing the station when existence of powerful complex of out of date social dogmas and stereotypes that were considered as a truth hamper somehow development of society, adaptation of the new views and opinions about everything including education that are more relevant to the new conditions. Fixed attention to the state and features of social conscience are to the great extent defined by the fact that no political, social and economic transformations are possible without recognition of the necessity of changing personal opinions, view, aims and stereotypes.

All this cause the importance of study of the problems of stereotypes variability, mechanisms of their creation and destruction in mass conscience of all social groups that comprise the society. "Integral state of a person in a form of readiness to a certain action anticipate all psychical activity and originate in the base of the unity of demands and relevant environment" [10, p. 33]. Core theoretical problem is related not with technical and economic but social and economic, political, spiritual (in wide sense) content of transitional period of society development.

In the situation of rapidly changing political reality, complex nature of behavior of various social groups the problem of accounting or economic, social and political interests and orientation of different social groups in making decisions became the pressing problem.

Situation in Russia illustrates massive change of social interaction stereotypes. Dramatic changes in all spheres of social interaction have been taking place in Russia in last decades. The processes going on in Russia in last decades are the consequences of logical development of all existing social institutions: state, political, social and cultural. These processes have different historical ground and are characterized by a certain orientation of their development. Development trends of these processes are influenced by a number of factors. Different levels of social interaction are also subject to changes under the influence of these factors and on the base of the nature of a man. These changes cause emergence of some new trends in social interaction stereotypes development.

For example, gradual increase of relevance/irrelevance level of existing system of social interaction stereotypes to realms of social life may be generally considered as quantitative change that define qualitative changes of social interaction stereotypes. These quantitative changes are realized in three main directions that related to the aspects of human nature: biotic, psychical and social. Social aspect is important for the logic of our research. Everything that is related to social and professional interaction may be related to this aspect. It is human activity in the system of professional division of labor, transformation of social and political interaction, economical and cultural relations, etc. Significant changes took place in all mentioned spheres in the last century and they require relevant changes in the system of stereotypes.

Complication of the system of social and professional interaction cause the complex of consequences in social interaction sphere and one of the most vivid is the trend to democratization of relations. Emergence of this trend is caused by the fact that in the situation of exclusive character of single (carried out by single worker) social functions management system almost totally goes beyond the control and becomes incapable to control the way the worker fulfills his(her) tasks controlling only the results of this activity.

Trend to democratization of social interaction in its essence the condition of effectiveness of social development as a whole. Absolute authorities denial and as a result denial of the most of stereotypes of social interaction introduced from the outside is one of the consequences of this trend. A man is free against his will or as Jean-Paul Sartre said he is “doomed to freedom” to independent choice in all the situations.

Complicated and controversial nature of today processes requires fundamentally new approaches and realism in evaluations of social conscience. It is necessary to have clear vision of the state of mass conscience of all social groups and the society as whole, main development trends, to forecast possible changes and variations dependent of political and social and economical situation in the country.

CONCLUSION

Analysis of the state of modern Russian society and characteristics of transitional state put a question about new approaches to study of its development patterns. Existing stereotypes in education became out of date. Stereotypes, views that had been considered as a rule,

as a sort of standards have changed and their existence in social conscience was predetermined. Changes in educational stereotypes became the necessary condition of a person adaptation to new economical situations. Stereotypes dynamics, adequate integration of science, education and production became important aspect of this adaptation. Priority distribution in the choice of a future specialty is being shifting now. It has positive effect on economical situation predetermining competitiveness and investment attractiveness of Russia as well as high quality of training of future engineers.

Resume: The following conclusions can be made. Science, education and production in interrelated and intercorrelated state are considered in theory and practice as interaction components. Integration of science, education and production has a cyclic nature of its development. Studying this cyclic nature we considered dynamics of social interaction stereotypes as one of the consequences of this cyclic nature. Changing of stereotypes in this case may be interpreted as one of the yardsticks of effectiveness of science, education and production integration.

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