



XV International Conference "Linguistic and Cultural Studies: Traditions and Innovations",
LKTI 2015, 9-11 November 2015, Tomsk, Russia

Modern Professional Education in the Global Society: Comparative Study

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Abstract

The article reviews professional education in Global Society. Approaches and methods have been a major concern in the field of comparative education since its emergence as a distinct domain of studies. Actually the learning resource of international vocational education is utilized enough to develop the national educational policy in Russia. The requirement for studying international practices and new trends in the field of vocational education and youth employment is essential for modernization of vocational education and improving qualifications of workers. In the modern education the importance of comparative researches of foreign progressive educative practices is steadily increasing.

At present, the specifics of modernization of education depends significantly on the level and status of graduates of vocational schools on the labor market.

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Peer-review under responsibility of the Scientific Committee of LKTI 2015.

Keywords: Global society; global education; professional education; the youth employment.

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1. Introduction

Educational system in the 21st century tends to have an advanced character as a universal phenomenon of the society that is an inherent factor for an individual's development. However, being a successful individual in the 21st century is to the greatest extent connected with his/her professional activities. Therefore, studies of professional education in the global society can be regarded as a promising field in contemporary pedagogy. A number of global models of educational processes and systems arise such as experimental variants of global education, i.e. education for sustainable development.

In contemporary environment comparative studies of foreign advanced practices are vitally important. According to Prof. M. Bray, University of Hong Kong, at the beginning of the 21st century comparative education, its methods and approaches are in the highlight due to the advanced studies of separate educational systems. "These studies are directly connected with globalization processes, changes in the role of the state and transformation of education processes technologies as well as scientific exchanges" (Bray, 2013, p.1).

Alexander Dzhurinskiy, corresponding member of Russian Academy of Sciences also shares the view on the growing importance of comparative studies as a special research field and states that on the threshold of the 3^d millennium a phenomenon of comparative pedagogy renaissance originated (Dzhurinskiy, 2013).

2. Global education

European educational programs focus on the concept of global education, which is based on the principles of holism, humanism, planetary measurements of human's activity (Wang & Morgan, 2012).

Global education emphasizes the unity and interdependence of human society, developing a sense of identity and appreciation of cultural diversity, asserts human rights, inspires people to acquire knowledge, develop skills, recognize values and attitudes necessary to study the world where everyone has a right to realize his/her potential. Different researchers explored the subject (Bray, et al., 2013; Cowen, 2002; Borevskaya, et al., 2010; Wang & Morgan, 2012; Dzhurinskiy, 2013; Green, 2002). Contemporary professional education as a component of education in the whole is characterized by the following:

1. A growing need in high qualified work force. A global specialists is a well-educated person able to learn lifelong.
2. Acceleration of the knowledge accumulation process encourages constant improvement of one's qualification.
3. Professional education is an integral value of a person's life.

Integration of Russian system of professional education into the world educational system is one of the priorities of the state educational policy. This is due to the fact that the current national security and independence of the state are inseparable from its level of technological development. The role and status of every country depend on the availability of advanced technologies in the country. The level of research-intensive technologies development is a characteristic feature of economic conditions as well as the manufacturing potential of a country that make a country more competitive on the international arena. The greatest assets of every country are human capital assets.

Further the paper will consider vocational educational in Russia, China and Germany. Germany has a high-quality personnel training system. China uses innovative educational technologies actively. Russia is effectively involved in the world market of educational services.

3. Modernization of education: Russia & China

Modernization of education in Russia is based on the following principles:

1. The principle of integration which encompasses interdisciplinary and disciplinary integration; integration of educational tasks; integration of education with science and industries (industrial companies) to develop their interaction and form the system integrity both in terms of content of education and at the institutional level (Borevskaya, et al., 2010).
2. The principle of professional education continuity implies multilevel and multistage character of the educational system; succession of general and professional educational programs.
3. Practice-Oriented Education as the principle of interaction between the labor market and educational services market which is aimed at efficiently filling professional niches on the labor market (Pokholkov, et al., 2013).

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