

## REGULAR SESSION INFORMATION

**Title of Session:** Professionalisation in the Period of Local and Global Transformations

**Name of Session Convener(s):** *Valery Mansurov*, Institute of Sociology of the Russian Academy of Sciences, Moscow;

*Olesya Yurchenko*, Institute of Sociology of the Russian Academy of Sciences, Moscow

**Chair:** *Elena Salo*, Russian Academy of Sciences, Moscow

**Comments:** Additional papers will be distributed.

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*I) Professionalisation Tendencies of Preschool Educators*

Valery Mansurov, Russian Academy of Sciences, Moscow

Olesya Yurchenko, Russian Academy of Sciences, Moscow

*II) Preschool Teachers in a Changing Institutional Context: Reforms and Prospect of Professional Group*

Elena Kolesnikova, Russian Academy of Sciences, Moscow

*III) Analyses of Law Regulation Process of Activity of Practitioners of National Medicine in Moscow*

Elena Salo, Russian Academy of Sciences, Moscow

*IV) The Role of Professionalisation in Social Organization and the Formation of Gender Identities of Ukrainian Women (Late 19<sup>th</sup> - Early 20<sup>th</sup> Centuries)*

Alissa Tolstokorova, International School for Equal Opportunities, Kyiv

*V) Problems of Higher Education in Kazakhstan*

Salikzhanov R.S, L.N.Gumilyov Eurasian National University, Astana city

**Session description:**

We are interested in contributions that explore the social and economic position of professionals in different countries, and their potential for professionalisation. 'Professionalisation' is seen as the drive of professionals for the enhancement of the scope of power, and gaining economic or cultural resources in the market place or exercising influence within the state sector, in order to achieve legally underwritten monopoly. Professionalisation strategies deployed to engender a high social standing have been different in the Anglo-Saxon context and in other European countries starting from 'social closure' to 'state support'. Some professionals, along with the classical Anglo-Saxon tradition, rely more on professional associations and push for self-regulation. Whereas others do not trust professional associations. They look to state action to enhance their social and professional standing. The session addresses the question how the global and local economic and political transformations in contemporary societies affect the concept and reality of professionalisation processes, their institutional conditions and key actors. Papers that variously consider empirical and theoretical dimensions of the relationship between professionals and the state are also invited. These and other questions on the topic of professionalisation should be discussed in the session. Proposals on occupational groups are welcome in the same manner as the papers on classical professions

**Abstracts:***1) Professionalisation Tendencies of Preschool Educators*

Valery Mansurov, Russian Academy of Sciences, Moscow

Olesya Yurchenko, Russian Academy of Sciences, Moscow

We have undertaken an expert qualitative research of preschool educators in four Russian cities, including Moscow. The social status of preschool educators is inconsistent. This occupation acquires a low prestige and authority, despite its socially important role. The reason for this can be found in the indistinct nature of the essence, structure and boundaries of the expert knowledge in the preschool education. There is also a lack of clear inner and outer criteria for the estimation of the outcomes of occupational activities. The state officially proclaims the politics of professionalisation from above of the researched occupational group. The official authorities declare the rise of economic resources of preschool educators and the changes in the content of their job. They also foster the formation of an open and collegial system of management of the preschool education. However, these state reforms have not been effective so far, except for the rise of salaries of the public kindergarten teachers in Moscow. Preschool educators in the private sector have a higher prestige and income. They have more chances for the upward social mobility. At the same time, they lack a sense of collective identity and common interests, as a result they cannot change the overall situation in the preschool education. The private sector gives an opportunity for an individual professionalisation, whereas the status of occupational group remains unchanged. Trade unions of preschool teachers are preoccupied with the juridical protection of individual employees. They cannot redefine the social and occupational status of the group.

## *II) Preschool Teachers in a Changing Institutional Context: Reforms and Prospect of Professional Group*

Elena Kolesnikova, Russian Academy of Sciences, Moscow

Results of this research are the initial stage of the "Processes of the Actual Russian Market of Preschool Education" project and allow to allocate the following main points of a situation of preschool teachers in the period of institute reforming. Difficult situation of preschool teachers is caused by increase of demand for this service, on the one hand, and an obvious suspense of an array of problems of the sector, defining status positions of group, on the other hand. The cultural resource of occupation is very poorly popularized that making uncertain the symbolical capital of group in the opinion of clients (parents and educational government officials). In this situation private sector is essentially interested in advance of the cultural capital of occupation as the power of authority and expertise of a profession as a basis to increase the status indicators of the group. The economic resource of group and strategy of improvement of a situation in estimates of experts are differentiated depending on organization type with orientation to the state support or market regulation. Marketization of services is more characteristic for the organizations considering parents as more perspective source of the income that increases competitiveness of group, but at the same time makes service less mass and less available. Classical municipal kindergartens are focused on the budgetary sources of financing that puts in direct dependence the economic capital and the income of workers with a level of development of regions.

The power resource of group is quite weak, but differs at different levels. Experts manifest confidence of independence of the pedagogical personnel at the level of direct practice, especially in the budgetary kindergartens, by delegation to them the part of management functions (on work with parents as customers). At institutional level monopolization by the state of administrative functions admits. The professional organizations in estimate of experts received different treatment. Informants of the "pro-state" sector associated them only with labor unions, taking into account absence at them serious opportunities of change of professional group position. Experts of "pro-market" organizations showed interest in professional associations and the organizations of public control. The preference of a type of expert associations focused on advance of the cultural capital of group and classical "not bureaucratic" ideas of professional independence, testifies higher interest in development of power resource and group ascending mobility. The current changes in an institutional context can potentially modify structure of professional group, promote legalization and expansion of its private sector and increase of its status indicators.

## *III) Analyses of Law Regulation Process of Activity of Practitioners of National Medicine in Moscow*

Elena Salo, Russian Academy of Sciences, Moscow

This paper describes such a great problem as law regulation of the activity of practitioners of the national medicine in Moscow. The radical transformations of Russian society have led to structural changes in the health care system. Its reform has helped to broaden the range of "alternative"

medical services. People's interest in the methods of national medicine and healing is rather high. According to the Public Opinion Foundation, about 25% of Russians are turning to healers. Due to the fact that a large number of frauds and charlatans have appeared in the market of healing services of Moscow, the Department of Health Care of the capital has prepared Moscow Government Draft Decree "On the Procedure of Practice of National Medicine in the Territory of the City of Moscow." If this project is adopted, only those persons who have a diploma of secondary of higher medical education, certificate of specialist, license for medical activity and keep full documentation, etc. will be able to practice national medicine. The study was aimed at identifying the attitude of the heads of the Health Care Department of Moscow, heads of professional associations and practitioners of the national medicine to the new rules for practice in national medicine in Moscow. The study was conducted by qualitative methodology. There were used: (1) analysis of documents; (2) expert survey of heads of the Health Care Department of Moscow and heads of professional associations; (3) deep interviews with practitioners of national medicine.

#### *IV) The Role of Professionalisation in Social Organization and the Formation of Gender Identities of Ukrainian Women (Late 19<sup>th</sup> - Early 20<sup>th</sup> Centuries)*

Alissa Tolstokorova, International School for Equal Opportunities, Kyiv

How did the admission to higher education and professional training influence the life course of Ukrainian upper-class women? What was its impact on gender identities and perceptions of women and men, gender relations in private sphere, gender role models in the family? What were the gender implications of the transfer of knowledge, obtained by Ukrainian women in the West-European academia, for the social re-organization of the public space of the Ukrainian society? Current project attempts to seek responses to these questions, regarding them through a gender lens and from a trans-regional perspective.

The main goal of the current project is twofold: on the one hand it aims to identify Ukrainian national specificities in the history of women's entry into public space of intellectual labour in late 19th - early 20th century; on the other hand, the work aims to examine the role of Western models of higher education and professional training in changing gender norms and family ethics of Ukrainian women. To reach this broader goal, the research will pursue the following narrower objectives: to identify socio-historical, economic and cultural context of Ukrainian women's entrance into the public space of professional intellectual activity, which triggered academic migration to West-European Universities; to analyse the impact of University training in Western European academia on gender identities, gender and reproductive ethics of Ukrainian women; to examine the gender effect of women's entrance into the public space of intellectual professions on the life cycle in the "private sphere", i.e. family, marriage and household.

# *V) Problems of Higher Education in Kazakhstan*

Salikzhanov R.S, L.N.Gumilyov Eurasian National University, Astana city

Right now we are at the way of modernization of education to achieve the level of the world standards. Higher education in Kazakhstan is in the complex system of cultural interaction of Kazakhstan cooperation. Complication of interrelations in the system of higher education is sharpened by extrapolation of economic, political Social phenomena. Influence of processes of world educational space is becoming more essential.

It is known from the history of education development, that at the end of XIX century in European countries two main models of higher educational were formed. Orientation on preparation of specialists, professionals is characteristic for German model. The primary feature of this model is based on "enlightening" activity; meaning the mastering (gaining) required knowledge, skills and abilities. So called liberal model has its own features in anglo-saxon countries: here importance of development of personality is important. In the system of higher education in Kazakhstan which is historically based on German model ideology of training to the end of XX century has the primary influence on statement of educational process. At the same time in the soviet and postsoviet educational system distinct differentiation of sciences is formed, it carried out demarcation not only between theoretical and applied levels, but between private sciences. Profound specialization in some sciences resulted in unclaimed graduates of higher education institutions not only by formal signs of disparity of education of filled position, but also, that theoretical aspect of knowledge wasn't able to coincide with realities of social practice. Speech educational system prepared the specialists "expert" who presented peculiar "bucket" of consciousness. Besides the quality of education is estimated by quantity of acquired knowledge during the process of education. Modern social and cultural content of education gives the way of its development, but it is also the dominating component supplying: firstly, topicality and demand of proposed knowledge and educational programs: secondly, including the architectonics of modern Kazakhstan education into the social-cultural, problems and, practice; thirdly, development of behavior, activity relations as of the person individually, as socium in general (1,16).

Education builds in the common program of all - round development all the sections of educational range: family, preschool, secondary - special, high, postgraduate education. The more effective process of social Institute of constant education is organized, the more successful the modern society and Kazakhstan culture develops. In Kazakhstan the role and importance of education system, human resources as criteria of the level of social development, economical power, and national safety of the country increase. Changes in the system of social relations influence education, depending from its mobility, adequate response to the realities of a new historical stage and conformity to the demands of personality and society. Emanating from above mentioned, the national system of multilevel education on base, of priorities of the Strategic plan of development of the Republic of Kazakhstan have been modernizing until 2010 for increasing

of the quality of preparation of human resources, satisfaction of demands of personality and society. In the state program of development in RK for the period of 2005-2010 it is noticed, that in conditions of quick-changing world and increase of the stream of information fundamental subject knowledge is compulsory, but not the sufficient purpose of education. Those who are educating are to acquire that knowledge, habits and skills, on which the system of Kazakhstan and education aims. It is more important and difficult to set to educating persons themselves the skills to search, analyze, structurize and to effectively use information for maximum self-realization and useful participation in the life of society. At present Kazakhstan educational system is developing in the condition of absolute methodological base structure and content, not allowing it to take important place in the world education system. The lack of the unified system of direction of education on regional level, the lack of permanent members of staff in the departments of education fail the efficiency of education management. Already at the beginning of "perestroika" in the system of higher education one of the main contradictions was the disparity of formed technology of training, directed mainly to mastering of knowledge, but not to development of independence, problem thinking, creative activity and demand of society and man in development of his intellect and personality. At existing technology of education cognitive ability of the man contradicts the volume of information and increasing number of subjects. As a result higher education system faced the dilemma: to carry out selection of total sum of knowledge, to work through minimal necessary disciplines, i.e. to study the bases of scientific knowledge, or to prepare specialists of narrow profile within the limits of development branch of industry (2.115). All these facts mainly determined the main contours of pedagogy of high school of KZ at modern stage. It is characterized by formation of a new school of values, i.e. individualization and humanitarization of education formation of technology, directed to cognitive activity.

Analysis of development of higher and postgraduate education system of leading countries testify that three leveled model of specialists is the most popular and acknowledged bachelor - master's degree - Ph.D. (Doctor of Philosophy based on credit system of education). This model is used in the Universities of the USA and in most countries of Europe. It is the most adaptable and effective supplies academic mobility and demanding of graduates in the rapid conditions of labour market. The new model of student's contingent formation has been introduced by carrying out complex and united national testing and giving state educational grants on the competitive basis. It is necessary to notice, that in general for the European cultural-historical tradition of education development combination of unified tendency (education as transmission of cultural standards) and tendency of differentiation education as formation and development of the man in accordance with definite ideal). At the same time the contemporary practice of education system of the East testifies, that expansion of creative ideal of educating, a great attention to self-realization of inner potential of man results in ignorance of society stability and integrity of culture. Tide of youth actions, student's strikes, e.g. in France in 2005 and 2006 can prove that. Analysis of modern education conceptions from the positions of their developing opportunities testifies, that the area of personal freedom in the field of education can be realized effectively only under condition of its provision by

correspondent possibilities. Approach from the position of reproduction and development of culture allows speaking about necessity of presence of both tendencies in modern system of higher education in Kazakhstan. It is education that allows the man to judge if his activity corresponds activities of cultural standards, models; if it responses to those or other ideals. At the same time both these tendencies oppose education with preparation. "Preparation" is connected with mass training of staff the man is included in it as a polished up material, "education" supposes free self-determination of its participants, unique of their vital trajectories, reflex attitude to existing ways of life and activity, transition from role, partial existence to personal one. However higher education and preparation suppose each other. New possibilities of education appear entering all more complicated and numerous structures of life and activity. And on the contrary preparation for more complicated and differentiated activity requires deeper education. Therefore, namely higher education and preparation are different educational processes in their origin, but not alternative, but supplementary to each other. So in the Law of the Republic of Kazakhstan from 7<sup>th</sup> of time, 1999 N389 - 1 with posterior changes and additions "About Education", the term "education" is determined as "permanent process of education and upbringing, which aim is achievement of high level of moral, intellectual, cultural and physical development of professional competence of society members". The term "preparation" is absent in the list of terms. The features of development of civilization, culture and education create preconditions of crisis occurrence in social and cultural sphere - education of our country is limited only by "transition of cultural experience" and not able to realize its tasks. Many positive functions of education are wasted and therefore, educational institutions don't realize their main important function. Frequently specialized secondary and higher education institutions graduate specialists with low level of professional preparation., with careless identity, with incomplete communicative culture, fragmentary discursive consciousness, low ability to think logically, systemically, constructively to interpret the rich matter of symbols, meaning images, signs of home and world culture. The man must be educated not only by general cultural experience, but as a person, who is ready to create and analyze culture. To develop the person who is able to constitute oneself in this world, where different subcultures crossed tightly and at the same time to from the ability not to loose own cultural identification. The modern rhythms of social life are very high, the National Institute of Education must quickly to adopt to demands of the new century and be ready for hard competition. Our possible success in improvement of higher education system depends on rational approach in solving different realities of the whole education and society.

#### Literature:

1. Lysikova N.P. Social cultural contest of modern home education. Modern society: territory of postmodern. (International scientific conference. Saratov 07.10.2005). Under the editorial of Prof. M.E. Elywtina - Saratov: Published "Nauchnaya kniga", 2005-471 p.

2. Aranovskaya. "Training of specialist as social-cultural problem" High education in Russia. 2005, N4. 115-119 p.
3. Vidt I.E. About culturological function of education // Sociology and Society: thesis of first All-Russian sociological Congress, Society and Sociology. New realities and new ideas. 2000, - 628 p.

**Distributed papers:**

The following papers will be made available by the session conveners during the session:

*Social Monitoring of the Professionalization of the Schools and Colleges Youth in the Period of Social, Economic and Cultural Changes*

Mishchenko Alexander, St. Petersburg Establishment of RAO Institute of Teachers' Education

*Flight Engineers of Civil Aviation in Russia: Reprofessionalisation by Reason of the Disappearance of the Profession "Flight Engineer of Airplane"*

Skrylnikova Natalia, State Academic University for the Humanities, Moscow

*The Importance of a Systems Approach in the Study of State Support for Small Businesses*

Marina Shvedova, Tyumen State Academy of World Economy

*Social Inequality among Swedish Professionals*

Lennart G Svensson, University of Gothenburg

*Requirements to the Teacher's Profession as an Object of Synergetics (Non-linear Sociology)*

Basimov Michail, Kurgan State University